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ABSTRACT

This document contains one of two monographs produced by a three-year project designed to study mid-career changes and the educational and training needs of these adults. A companion monograph, CE 025 228, describes the characteristics of mid-career adult students. Divided into four chapters, this monograph deals with support systems organized at the community level to serve those persons who wish to re-enter postsecondary educational institutions for continuing or recurrent education and retraining in occupational skills. Chapter 1 discusses the need for mid-career educational opportunities and describes the type of community and student studied. Based on the findings of seven community case studies, chapter 2 offers a number of considerations that are intended to assist in institutional planning for the mid-career student clientele. A summary of findings from the seven community case studies is found in chapter 3. More detailed reports on the individual case studies are appended. After identifying transportable ideas from the case studies, chapter 4 presents a set of models which may be useful in planning community support systems for the continuing education and training of mid-career adults. (For a full project report of the three-year study, see CE 025 227.) (BM)

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Mid-Career Education and Training:

Community Support Systems

James Gilbert Paltridge
Mary C. Regan
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AUTHORS' NOTE

This monograph is one of two products of a three-year research and developmental effort conducted under the sponsorship of the Community Services and Continuating Education Division of the United States Office of Education.

The companion monograph, to be completed in late 1979, will describe the characteristics of mid-career students in terms of their previous education and work experiences, their present and proposed life and work transitions, their goals and ambitions, and their experiences in planning personal programs to help them accomplish their objectives.

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FOREWORD

The current pace of social flux in America is rapid--so rapid, in fact, that mid-career employment changes requiring reeducation will soon be the norm. In view of this pattern, the present study is an important piece of research; the authors, who have devoted several earlier studies to the problem, are both knowledgeable and thorough in their presentation.

In their companion research, Paltridge, Regan, and Terkla discovered that although individuals adapt readily to swift change, the institutions that serve them are not evolving at a pace rapid enough to accommodate the new kinds of learners. The authors' focus in this paper on service-providing organizations, the needs of local communities, and the integration of reeducation support systems into the community as a whole fills many gaps in our knowledge of the subject.

One of the authors' key findings, for example, is that adult reentry into the educational system is often prompted by life crises (death, divorce, etc.); thus, the successful organization is the one which provides a wide spectrum of services that take into account the diverse needs of the adult student beyond his or her educational needs.

In the policy area, Paltridge, Regan, and Terkla have developed an array of alternate organizational models based on the patterns they found in the actual communities they studied. They designate one model as superior to the others, and in so doing go beyond academic descriptions. This is a document that will be useful to community planners, local governments, and others attempting to develop and/or manage adult educational services in their communities.

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MID-CAREER EDUCATION AND TRAINING: COMMUNITY SUPPORT SYSTEMS

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I

INTRODUCTION

This study deals with support systems organized at the local community level to serve those persons who wish to reenter postsecondary educational institutions for "continuing" or "recurrent" education and retraining in occupational skills. (*Support system* is a term which is coming into general use in contemporary social science literature; it describes organizations and organizational linkages formed to support activities which serve the interests or needs of a significant number of citizens as well as the general welfare and the civic and cultural life of the community as a whole.)

Providing these opportunities for mid-career persons was formerly regarded as an elective or supplementary program offering by institutions which catered primarily to youths emerging from secondary schools and seeking preparation for careers in the world of work. The "extension courses" and "further education" programs offered by these institutions catered to a clientele consisting of persons who had the time and the interest to "better themselves." Relatively few regarded them as a *need*, and relatively few courses were designed to fulfill specific economic and occupational goals of those who needed them.

Communities generally encouraged educational programs for adults, but only in the last decade have they come to recognize that continuing education--*re*-education or *re*-training--of their citizens who are in mid career is a benefit, and frequently a necessity, to the welfare of the community as a whole. Increasingly frequent changes in the technology or economy of the workplace were major contributors to this change; many communities now recognize the need to encourage and support continuing

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education and training as a means of keeping the work force--and hence the local economy--in a thriving condition.

Community support systems for mid-career education and retraining are evolving rapidly and have taken a variety of organizational forms. These community organizations serve mid-career persons by disseminating information on the education and training opportunities that are available in the community, offering career and job-choice counseling, and helping persons plan education programs that fulfill their goals. Many act as mediators and brokers between the prospective student and the various education or training institutions in the area, serving as advocates of students' interests and needs. They work closely with the institutions, helping them plan programs and devise policies which meet the trained work force needs of the community and the interests and needs of the adult student clientele.

This paper describes several different types of community organizations and provides some preliminary evaluations of their effectiveness. It then offers a set of alternative models which may be useful in planning community support systems for continuing education and training for mid-career adults.

The Need for Mid-Career Educational Opportunities

Career mobility within the span of a lifetime has become an accepted and acceptable condition of life and livelihood. Determined commitment to a single lifelong occupation is no longer looked upon as a feasible life strategy, nor is it, for most, a desirable expectation. For many, it becomes a necessity when their livelihoods are threatened by technological changes or other adverse economic conditions.

Increasing attention to the quality of life often encourages people to change lifestyles and careers voluntarily. It has even made forced change more palatable for many, at least in retrospect. While mandated career change is often the occasion of a life crisis, successfully enduring it may open an avenue to mobility, "self-actualization" (to use Maslow's term) and "a savor in the daily job" (to use Studs Terkel's). Many who do not necessarily have to change do so of their own free will and find this same avenue to personal satisfaction.

The opportunity for mid-career retraining and re-entry into education is usually the vehicle that makes this mobility possible. Millions of adults--perhaps as many as thirty million--are enrolled in some form of continuing education or training, and Sawhill (1978/79) quotes federal projections which indicate that by 1980 eleven million people over the age of 35 may be studying for bachelor's degrees.

Sawhill also agonizes over whether these mid-career students will be well served; six years ago a survey of 300 institutions by the Academy for Educational Development (1974) concluded that "very few colleges and universities serve older people with the particular education and related services they need."

The need for local educational opportunities for persons in mid career and the uneven quality and availability of educational services have given rise to a variety of organizations designed to help mid-career people find programs that will meet their needs and help educational institutions fulfill these needs. In the early 1970s, the Fund for Improvement of Postsecondary Education started making investments of "seed money" for community and educational organizations that would respond to these needs. What has come to be known as the educational brokering movement (adult student client advocacy) was founded. State allocations of Higher Education Act of 1965 (HEA) Title I funds (Community Services and Continuing Education) encouraged state education commissions to finance the creation of community and regional consortiums that would serve both the providers and consumers of adult continuing education. Private foundations encouraged and funded the development of special services for adult students in postsecondary education. For the fiscal year 1979, Congress appropriated initial funding for the Education Information Centers (EIC) program authorized by the Education Amendments of 1976. Funds were made available for state planning grants "to provide educational information, guidance, counseling and referral services through centers located within a reasonable distance of all residents of the State" (*Federal Register*, January 12, 1978).

With this encouragement and modest initial funding, organizations have been formed in many communities in several regions of the country. As the decade of the 1970s drew to a close, many of these floundered and some failed and disappeared; most of those that remain face the challenging problem of finding ways to continue their services after the initial seed money has been depleted.

Focus on the Local Community

While youth of traditional college age frequently leave home to pursue postsecondary schooling in more distant areas, most mid-career adult students are bound to their own communities and to the educational resources which are available within convenient commuting distance of their homes, families, and places of employment. For this reason, this study focused on local communities and the educational resources which were present in them, or which could be made available locally through outreach programs of more distant institutions.

It was presumed that rural communities would have to depend more heavily on instruction brought to the community from outside resources.

This proved to be the case in each of the three rural community areas included in the study--St. Albans-Grand Isle, in Vermont, Omak-Okanogan County in Washington State, and the Chico-Northeastern California area. However, it was found that the urban areas also "imported" educational resources to fulfill the needs of their mid-career student clientele. Rochester, Minnesota, in which there was no institution offering baccalaureate or professional master's degree programs, brought needed instructional programs to the community from the state universities in Winona and Mankato as well as from the Minneapolis-St. Paul campus of the University of Minnesota. The urban and suburban communities of Syracuse and Nassau-Suffolk Counties on Long Island, New York, depended heavily on the programs brought to mid-career students in these areas from Empire State College. Mid-career students in Providence, Rhode Island, were receiving instruction from branch campuses of Roger Williams College and the Providence Extension Center of the University of Rhode Island.

It was also assumed that the initiation of these multi-institutional arrangements and the provision of support services such as career counseling, aid in educational planning, financial assistance, and liaison with local employers would have to be the product of local leadership in each community. The organizations which were studied in each of the case study communities were thus initiated--by concerned people who saw the need for local continuing education and retraining opportunities for mid-career persons. The organizations which were formed serve not only the needs and educational goals of local mid-career citizens, but the welfare of the community as a whole by keeping employment at a higher level, reducing welfare dependency, providing local industry with an educated and trained work force, and raising the cultural level of the community.

The Research Base

The research and development project conducted by the authors in 1977 and 1978 studied different types of community organizations in different types of communities as well as the needs, hopes, and goals of mid-career students in these communities. From these investigations there developed a series of alternative models which combine, in the authors' opinion, those organizational forms which should be most successful. This project was sponsored by the United States Office of Education, Division of Community Services and Continuing Education (Title I HEA as amended).

Twenty-seven different community-based organizations in nearly every section of the country were investigated in a preliminary survey to find different forms of organization, programs, and policies. From these investigations, seven community organizations were selected for

detailed case studies as resources for "transportable ideas" that would be of value to different communities in other areas.

The seven case study communities were deliberately chosen to provide illustrations of different types of community organizations functioning in different types of community environments. The seven are: Rochester, Minnesota; Omak-Okanogan County, Washington; Chico-Northeastern California; St. Albans-Grand Isle, Vermont; Providence, Rhode Island; Syracuse, New York; and Nassau-Suffolk counties, Long Island, New York. Three were predominantly rural areas with small towns and villages isolated from each other and from centers of existing educational resources by mountainous terrains, winter snows, and long traveling distances. Three were major metropolitan areas with abundant educational resources, but their institutions had problems communicating with all segments of the population--particularly with minority ethnic groups, the undereducated, the unemployed, and the underemployed, who were in most need of support services. These people in particular need information on education and training opportunities, occupational counseling, educational planning and guidance, sources of financial aid, and job placement. One community was a reasonably affluent medium-sized metropolitan area that had previously lacked facilities with which to provide its adult citizens with a four-year degree opportunity, advanced technical training, or occupationally-oriented master's degrees, all of which were in great demand.

The project team spent several days in each of these communities conducting structured interviews and gathering data on the history, form, membership, and activities of the local community organization; investigating the educational and training resources and facilities which offer programs for mid-career persons; and making arrangements for the later mailed questionnaire survey of a sample of the mid-career students enrolled in educational or training programs in the area. In each case, the state capitol was visited in order to conduct further inquiries concerning the nature of state policies supportive of continuing education for adults.

The survey of mid-career students gathered descriptive information on enrolled adult students in each community area--their personal characteristics, their present occupations, their educational goals, and their career goals--and recorded their personal experiences as "reentry students." It inquired about the accommodations they found to their needs for part-time programs, class schedules, financial aid, educational programs tailored to their needs, and the availability and value of counseling services.

The "transportable ideas"--those features of each community activity which might be utilized to advantage in other community organizations--were identified and synthesized into a series of models. These models

depict "ideal" community organizations in alternative forms, as well as a list of the responsibilities each should assume and the services each should render.

The models, together with recommendations for basic policies and action programs, will, it is hoped, enable other communities in the same and other states to be more effective in organizing their efforts to improve the availability of postsecondary continuing education opportunities.

The Mid-Career Student

In a companion monograph to this publication, the authors discuss in detail the findings of the student survey and their implications for administrators, program planners, and instructors in postsecondary education/training institutions and for leaders of community organizations devoted to support services (Regan, Terkla, and Paltridge, 1979). A brief review of these data, however, will provide an informative background for this discussion of the organizations formed to serve these students.

The survey revealed a markedly different student clientele from that served historically by traditional postsecondary educational institutions. The average age of these students was 38, though they ranged from the mid-twenties to the early seventies. Seventy-four percent of these students were married and rearing and supporting children. They were from widely differing income levels. More than 15 percent existed on family incomes at or near the poverty level, while 40 percent were in income brackets of over $20,000. Their prior educational attainments ranged from uncompleted school grades to graduate collegiate degrees. Eighty-six percent of the men and 47 percent of the women were employed full time while attending school, and another 23 percent of the women and 6 percent of the men were employed part time. More than half had already changed jobs three or more times, and nearly one-fourth of them had changed jobs five times or more.

Three-fourths of this adult student population were reentering education with goals of changing or improving their occupational status. Over one-fourth were in the process of changing careers and had embarked on studies and training to prepare them to enter new and different occupations. About 25 percent regarded themselves as "potential career changers." These were persons who had reentered school to broaden their basic education(usually to finish a high school equivalency program or to complete a college degree) while they were exploring alternative possibilities for a career change. Another fourth of the student population had reentered to get further training for promotions that would upgrade their present jobs or careers. The remaining fourth were seeking additional education as a means of personal fulfillment and intellectual development not necessarily associated with career change.

II

INSTITUTIONAL PLANNING FOR THE MID-CAREER STUDENT CLIENTELE

Marked changes in the student population enrolled in postsecondary educational institutions have already become evident, and every indication is that there will be wider diversity in ages and previous educational experiences in the decade of the 1980s. There will be a greater number of part-time students. Colleges and technical training institutes have seen the beginnings of these changes during the past few years and some have responded with new plans, policies, and programs to accommodate what they perceive as their new clientele. In many other institutions new policy and administrative planning has not progressed apace with the changing demands on education and training facilities. At stake are survival for many, and even more important, the ability of the educational establishment to fulfill the new needs for new types of educational programs.

The U.S. Census Bureau now predicts a drop of at least 15 percent in the number of 18-year-olds by the end of 1980. At the same time the median age of the population is advancing from age 20 in the early 1970s to approximately age 30 in the late 1970s; this figure will reach 32.5 years by the 1990s. This trend was first evident in those states with older average-age populations, particularly those in the northeast and north central regions; then it spread gradually south and westward to the states with relatively younger populations. The trend was followed by an increase in enrollments of older persons reentering education after absences of five to ten years; it also seems to have followed the same geographical pattern of spreading from the northern, eastern, and central states to the south and west.

Long-term projections of this trend are difficult, and even the experts disagree on its possible speed and magnitude (College Entrance Examination Board [CEEB], 1975). For one thing, education forecasters do not all begin at the same starting point of enrollments considered part of the education establishment. Some work only with full-time equivalents in counting students, and in this day of increasing numbers of part-time students, the actual "body count" of persons participating and expected to participate in education is therefore misrepresented. Some look only to enrollments and enrollment trends of traditional universities and colleges, and in this day of nontraditional institutions, learning centers, and technical and occupational schools--not to mention the thousands of in-house industrial training programs, many of which are now accredited for collegiate degrees--the number of persons participating or expected to participate in formal learning processes is further misrepresented.

If the need for precise statistics is set aside, certain expectations appear logical at least for the short term--perhaps for the next decade. The large research-oriented universities will probably continue to fill the need for bright young scholars in the sciences and "learned professions" though there will undoubtedly be some shifts among the disciplines and probably increased competition for the best students. The liberal arts colleges--both independent and within universities--will probably continue to struggle, though there is evidence that returning mid-career students are placing a high value on general education and the "liberating arts" which they may have missed in their earlier collegiate experience (Regan, Terkla, and Paltridge, 1978, pp. 32-33). How well these colleges adapt to the new student clientele will probably determine the courses of their future. The greatest change in student clientele are taking place--and probably will continue to take place--in the public and private comprehensive colleges, particularly in the two-year public community colleges which have traditionally catered to the adult part-time student as well as continuing students from secondary institutions. This is where new, innovative ideas are being generated. In the major population centers (particularly those along the northern Atlantic seaboard and those bordering the Great Lakes) the comprehensive colleges are involved in the greatest competition for students. Technical and other occupational training schools--public, private, and proprietary--have become attractive to the mid-career clientele. Many are developing weekend programs; some are offering room and board accommodations from Friday through Sunday evenings for out-of-town students. Many are seeking accreditation that will enable their students to earn credit toward collegiate degrees. At least for the short term, these will continue to expand and compete with collegiate institutions. While in-house training programs in private industry and public agencies have been expanding, future growth in this area depends upon such factors as continued profit margins, the competition of public and private institutions, and the desire of adult students to earn recognized credentials and degrees that they can use to improve their positions in the job market.

It is needless to point out that every institution of education and training should periodically examine its role and scope of service and develop administrative and program policies that will guide the institution on a determined course through the 1980s. The American Council on Education (ACE) is urging institutions to consider "sophisticated analysis of their 'markets'...better recruiting techniques, and ties with businesses that will encourage their workers to take advantage of tuition aid plans" (Maeroff, *New York Times*, 1978). ACE's Office on Education Credit advises accredited institutions on the development of many forms of non-traditional programs which will attract a new mid-career student clientele (ACE, 1978).

The purpose of this chapter is not to present guidelines to institutional planning for the 1980s, but to offer a number of considerations which might enter into that planning by those institutions which have

decided, as a matter of policy, to adapt their offerings to the mid-career student clientele. These suggestions are based on the findings of the seven community case studies and the experiences of several of the institutions in these communities.

Basic Policy Planning

No postsecondary educational or training institution can be all things to all people. The purpose, specific goals, and basic policies of each institution should be precisely stated and periodically reviewed by its administration and governing board. Certainly no more than ten years should elapse between reviews, and unless an examination was made of the institution's goals and direction in relation to the enrollment trends and student characteristics of the late 1970s, such a reappraisal should be made upon entering the 1980s. Basic questions are: *Can and should the institution continue approximately in its present course? Can it maintain enrollment levels by directing its recruiting efforts primarily toward attracting a larger share of the decreasing number of high school students who plan to enter college? Should it actively recruit the mid-career students who are reentering education? Is it prepared to adapt its present programs to this new and different clientele? To institute programs for mid-career students? To expand offerings so that it can attract more students entering or reentering professional training in the current areas of highest demand, such as business and public administration or the health-related sciences and occupations?*

Community or Regional Coordination

The dictum that institutions cannot be all things to all people also suggests the value of inter-institutional agreements which coordinate the offerings of each institution in a community area and by so doing make sure that the range of education and training needs of the area are fulfilled. In large metropolitan areas such consortium agreements tend to minimize costly competition and excessive duplication of services. In smaller communities such coordination makes it possible to serve jointly all important educational needs and all segments of the population in need of education or training. Participation in a community-wide organization can also reduce the costs of each institution in such areas as dissemination of education and training information, recruiting, counseling, education program planning assistance, and financial aid advising. The considerations here are: *Is there an existing community agency that is providing--or which could provide--recruiting and support services to persons preparing to enter or reenter postsecondary education or training programs? Is there an existing consortium organization that could fulfill these functions? Is the institution prepared to enter into such cooperative agreements as reducing its emphasis or dropping programs*

in one field in return for gaining exclusivity or reduced competition in another? Have academic administrators considered--would they be willing to consider--accepting certain courses taken at another institution for degree credits at your institution?

Administrative Policy

The execution of new institutional policies and goals may suggest, or require, changes in administrative procedures and policies. This particularly may be the case if an institution opts for making maximum accommodations for reentering mid-career students. Some of the administrative policy areas suggested in this and other sections which follow will merit careful scrutiny.

Part-time students are in the majority in the reentering mid-career student clientele. *Will the institution accept and welcome part-time students? Under what conditions? Is the tuition or fee structure fair to part-time students and such that it will attract them to the institution?*

Credit-noncredit program policies may need review. *Does the institution--or will it--offer courses to non-degree candidates? Certification programs? Noncredit programs or courses? Does the institution offer--is it willing to consider offering--credit toward degrees or certificates for previous experimental learning?*

Admissions criteria: Traditional admissions criteria and procedures may prove to be inappropriate or unduly cumbersome for a mid-career clientele. Whether the fear is well founded or not, this is an area of great concern to many adults who want and need further education or training. It is most prevalent among mid-career people in some ethnic minorities, people with less previous education or occupational training, and people in lower-income groups. *Are the institution's admissions criteria tailored to fit the specific programs offered for degree candidates? For those who wish certification or recertification? For those who seek noncredit courses in general education, special fields, or technical or occupational training? Are there any "red-tape" procedures that can be simplified or eliminated? What about registration by mail, or mobile registration facilities?*

Student fees, other than tuition or entrance fees, are frequently a matter of irritation to reentering mid-career students. Some institutions have tended to overload the adult student with special fees under the justification that adult students should "pay every cent of the cost of the education provided to them." Sometimes these can be made more palatable by combining them into a single charge; some should be eliminated. In any event, the entire fee structure should be carefully reviewed periodically. *Does the institution require--or give the*

impression that it requires--payment of special fees for services the re-entering mid-career student does not want or does not receive? Are part-time adult students (who may be taking only evening classes) paying for services or amenities designed primarily or exclusively for traditional-age day students?

Convenience of Facilities

Convenience is a major factor in attracting and retraining the mid-career student clientele. Most of these students are working full time. Most have family responsibilities. Most cannot commute long distances; many find it difficult to use public transportation to get from one district of a metropolitan area to another. The following can serve as a checklist of items in this category that might be considered if an institution is committed to serving an adult clientele which is frequently widely dispersed through the community area.

Scheduling classes and services: Scheduling conveniences are a major consideration for adults making the decision whether or not to reenter education or to enroll in particular programs. The relevant questions are: *Has the institution surveyed its potential market for mid-career students to determine the hours and days of the week they will be most likely to attend? Has it considered weekend programs, or arranging meal and living accommodations for students who may wish to come to a city for concentrated programs running Friday evening through Sunday morning? Are bookstores and libraries opened for part-time evening students? Do faculty members hold evening office hours? Are necessary administrative offices staffed in the evenings? Are counseling services available in the evenings?*

Outreach centers: In rural areas, particularly where night driving conditions during the winter are hazardous, the only way to serve adult populations in relatively isolated communities may be to establish outreach "learning centers" (see case studies of Omak, Washington, and of Northeastern California in the Appendices). Neighborhood learning centers or branch campus facilities are one means of bringing the services of metropolitan colleges and training institutes into central downtown areas or into neighborhood areas where convenient public transportation may not be available. Frequently it is feasible and economical for more than one institution, or members of a consortium, to share a single outreach "learning center" with classrooms, library, and individual study facilities. *Have these types of outreach services been explored? Are jointly operated facilities feasible in the surrounding rural areas? In downtown or city neighborhoods?*

Financial Aids

Many institutions charge tuition and fees that are considerably higher for part-time enrollees, adults, and evening classes. Some of these extra charges are justified; many adults who are working full-time can afford, and are willing to pay, higher costs for the privilege of returning to educational or training institutions. But many other adults simply cannot afford these higher costs--and it is usually those persons most in need of additional education and training who can least afford it. *Has every source of financial aid for deserving adult students been explored? Has the process of applying for aid been simplified as much as possible? Have federal and state programs been extended to part-time returning students? Have industrial and service agency employers been urged to make available such personnel policies as tuition refunds, salary-deduction loans or grants to cover other costs, and flexible work schedules which will allow for class attendance? Do the other education and training institutes in the community cooperate in a program of developing adult student aid?*

Quality Control

Quality control has become a major issue in the development of adult continuing education programs. It is essential to continued success, and it is particularly important when "non-traditional" programs are emphasized because they are more subject to public scrutiny and to academic criticism. The quality of non-degree and noncredit courses or training programs is as important as the quality of degree programs. Community support organizations have been a major force for controlling competitive practices, advocating policies which are in the best interests of adult reentry students as well as in the interests of the institutions and the community. *Do responsible academic administrators and faculties have effective control of new program offerings? Of new academic policies? Of requirements for certificates and degrees? Of outreach programs? Of selection of instructors? Are the institution's academic policies and methods of instruction reviewed periodically by appropriate authorities? Is the quality of the instruction of as much concern to the institution as helping adult students complete their degrees or other educational ambitions? Are the institution's educational and training offerings respected by potential adult students? By other institutions? By employers? By the community at large?*

III

SUMMARY FINDINGS FROM THE CASE STUDIES

Forms of Community Organization

In many respects, the forms of the organizations in the seven case study communities were a reflection of local traditions, the circumstances of the population, their educational and training needs, the circumstances of the local economy, and the existing array of postsecondary educational opportunities found in each. However, there is little evidence to indicate that particular organizational forms would be successful only in the community in which this investigation found them.

The forms of organizations found in the series of case studies may be characterized in four groups as described in the following paragraphs. More detailed reports on the individual case studies will be found in the Appendices of this publication.

1. The predominantly lay *citizen council* form of organization is probably best exemplified in the Citizens' Task Force which was organized to advise and to some extent govern the Southeastern Minnesota Educational Center (SMEC-Rochester). This is a twenty-six-member body of lay citizens, community leaders, mid-career students, and one representative from each of the member educational institutions. The group was formed by a local banker and community leader and contains local merchants, industry executives, clergymen, clergymen, and representatives from local hospitals and Mayo Clinics.

This form of organization was also observed in its early stages of development in St. Albans (Vermont) where the Adult Education Council of Franklin-Grand Isle counties is the guiding organization for a consortium of all educational institutions as well as the civic and welfare groups and agencies in the area. It is a predominantly lay citizens board, originally formed by the local postmaster, the heads of various service clubs, and city/county officials.

In these cases, a group of community leaders became aware of the need for educational and training opportunities for the mid-career citizens in the area who, for reasons of personal preference or because continued employment in their present jobs was uncertain, desired to train themselves for new careers. At the same time, local industries and service organizations were in need of employees with the education and training required for positions requiring a range of skills from technical to clerical to management-supervisorial. The citizen community leaders, aware of the inadequacy of local educational and training resources to train a work force that would meet this need, formed an organization which brought new educational services to the community, organized counseling and other

support services needed by the mid-career student clientele, and continued to act as an advisory body to the institutions and organizations which provide instruction and other assistance.

2. The form of community organization initiated and developed by a *consortium of educational institutions* is best exemplified in the Northeastern California Higher Education Council, centered in the community of Chico and serving a rural area of eleven counties. While close ties with nearly all community civic and welfare groups and agencies are carefully maintained, the governing body of the consortium is an executive committee of college administrators. Community leaders and the community agencies do not directly participate in the central governing organization.

In this case evidence of the need for additional education and training services was perceived by the educational institutions. Most of them lacked the facilities and the resources necessary to develop all of the programs needed by their adult mid-career prospective student clientele. Only one of the member institutions offered four-year degrees and professional master's degrees; the other six were two-year community colleges spread through a large mountainous region. These were the only postsecondary institutions in an eleven-county area. By combining their resources, they greatly increased their occupational training programs and offered four-year degrees at the community college campuses through the extended facilities of Chico State University; they were also better able to attract state and federal funding for multi-institutional offerings.

3. Three of the organizations studied are essentially *community service organizations* with somewhat different connections with the communities they serve. The Regional Learning Service in Syracuse (RLS) is an independent "educational brokering" organization. It functions as mediator, or broker, between the adult student and education providers. It is a division of Syracuse Research Corporation, a nonprofit corporation formerly associated with Syracuse University. This parent organization was aided in forming RLS by a consortium of fourteen public and private colleges and universities in the Syracuse area, but this consortium no longer exists as an active organization in the governance of RLS. This organization started the educational brokering movement which has now spread to several parts of the country. RLS is organizationally independent from the institutions which provide education and training. It functions primarily as the advocate of the adult student who is making an investment in further education or occupational training. After interviews and career counseling, the educational broker advises adult students on which institutional offerings will best fit their needs, aids them in planning their program, and assists them in applying for financial aid.

The Career Counseling Service of Providence originated as a pilot project of the National Institute of Education's Career Education Project

and is now a public service agency of the State of Rhode Island. Funded by the Higher Education Division of the State Department of Education as well as by the state office of the federal Comprehensive Education and Training Administration (CETA), it offers career counseling and other services in support of mid-career adults reentering educational and occupational training. It is affiliated with all the private and public postsecondary institutions as well as the proprietary training schools in the Providence area, representatives of which form an advisory panel; it is also affiliated with business and industrial groups in the area.

The Long Island Advisory Service (Nassau and Suffolk counties, New York) is a service of the public libraries of New York, which are under the governance of the Regents of the University of the State of New York (the State Department of Education) and its Higher Education Library Advisory Service (HELAS). Seven--later augmented to 11--of the 106 public libraries in Nassau and Suffolk counties have combined with a consortium of sixteen postsecondary educational institutions to offer information and career counseling services. They are joined in this project by a county public service agency, the Nassau County Office of Women's Services, which provides career counselor training to the library staffs in both counties as well as counseling and job placement services to adults who come directly to their offices.

4. The fourth type of community organization is the *institution-sponsored educational brokering* organization. This form was studied in Omak, Washington, where the Okanogan County Education Service (OCES) is sponsored by Wenatchee Valley College, a two-year community college 100 miles distant. This institution was given the mandate under the Washington State Plan for Higher Education to provide outreach services for adult students in this isolated and sparsely populated region. OCES operates a widespread information and counseling service for mid-career adults and acts as the student's advocate in finding desired education and training programs. It has been successful in attracting outreach educational programs of several Eastern Washington colleges and universities so that it can serve adults seeking baccalaureate-level instruction as well as those in the association-level programs of Wenatchee Valley College.

Organizations of this type are usually affiliated with a single institution which is the only one in the area offering programs for mid-career, usually part-time, students. These are usually service organizations formed by two-year community colleges, and provision of these services has been encouraged by special programs of state associations and by the American Association of Community and Junior Colleges. They offer career counseling and educational program planning and assist their adult student clientele in pursuing programs beyond those of the two-year institutions.

Other Adult Student Support Organizations

During the course of the preliminary investigations and the in-depth community case studies, a number of other mid-career student support organizations were identified. Most of these were organizations which served a restricted clientele, but they were performing a very important service.

In two community areas that had been hard hit by economic dislocations and hence had high ratios of industrial unemployment, effective organizational linkages had been established by community leaders between manufacturing and service industry employers, organized labor officials, and educators in the area. The purpose of these organizations was to retrain persons who had been displaced from employment in industries which had undergone technological changes in their business or manufacturing processes or had severely retrenched operations or closed down for economic reasons. These organizations had joined with other community agencies such as banks and marketing and tax experts in an effort to attract new industries and employment to the area. The role of the educator-management-labor organization was to create a pool of trained workers ranging from production-line workers to computer specialists to middle management which would be attractive to new industries coming into the market.

Examples of organizations of this type were found in Boston and in Providence. Both of these were concerned with finding employment for former civilian Navy employees who had been left behind when the Navy shut down operations in the Boston Naval Yards and at the several construction and repair bases in Narragansett Bay. The Economic Development and Industrial Corporation in Boston is a quasi-public agency that is developing a new industrial park in the old Boston Naval Yards and is working with industry to develop a trained work force potential. In Providence, the Industry-Education Council is a public agency that works with state education and welfare departments, private and public colleges and occupational training institutes, and management of new industries in the area. It is closely associated with the Career Counseling Service, which reaches out to Rhode Island people to offer free career counseling, education and training guidance, and assistance in employment placement.

In another case, the New York State Department of Education had encouraged business-education collaboration in its program of accrediting off-campus occupational training programs. Study and training takes place at nearly 800 locations throughout the state which are operated by non-educational institutions such as private business firms and associations and at public agencies such as the New York Harbor Agency. After appropriate evaluation of the department's Project on Non-Collegiate Sponsored Instruction, selected courses at these non-campus locations are accredited for degree programs at New York schools and colleges.

A list of these non-collegiate educational opportunities is published annually and distributed broadly throughout the state (New York Department of Education, 1978).

The Mid-Career Project student data indicated that a majority of the adult persons reentering postsecondary education are women. Most of the women covered by the study were preparing to reenter the labor market either because of broken marriages or because their children had grown up or had reached an age when they could be left at home unattended. The need for support organizations for these mid-career women is great. Many communities now have organizations which offer a wide range of services for them, such as life planning and career counseling, special counseling for widows and divorced persons, occupational guidance, financial aid, and child day care. Many of these are closely associated with other community organizations which are primarily concerned with adult continuing education, such as the Rochester YWCA Women's Resource Center, which is represented on the Citizens' Task Force that oversees the Rochester Education Center. In many communities, women's support groups are sponsored by local colleges, religious organizations, consortiums of various cooperating agencies, or in some cases by county or municipal governments. On Long Island, New York, for example, the Nassau County Office of Women's Services was founded in 1966 as an agency of the county to advise women reentering the job market and assist them in finding employment. Another example is the Displaced Homemakers' Center located at Mills College in Oakland, California, and maintained with CETA (Title III) funds and other local resources.

Libraries, traditionally the primary community information resource center, in recent years have broadened their services to include career counseling, information and assistance with civil service examinations, college entrance examinations, and occupational guidance. Of particular note are the programs in public libraries in Atlanta, Tulsa, Portland (Oregon), Salt Lake City, Woodbridge (New Jersey), Denver, Miami, and St. Louis that participated in the Office of Library Independent Study and Guidance Project of the College Entrance Examination Board (CEEB, 1976). Another major development was the establishment by the Regents of the University of the State of New York of the Higher Education Library Advisory Service (HELAS) in 1976. HELAS works with public libraries throughout the state on the development of support services for adults preparing to reenter postsecondary education and training. (See Nassau-Suffolk Counties, Long Island, Case Study, Appendix G.)

Religious organizations and organizations of ethnic groups have established support organizations for adults undergoing life cycle and career changes. B'nai B'rith sponsors counseling centers in many communities. A number of Catholic colleges have established support groups and special instructional programs for members of their communities with special life cycle problems. The Coordinating Agency for Spanish Americans (CASA) works closely with Hispanic communities in a number of East Coast areas.

In some areas of the country, 40-Plus clubs have been established, many of them under the sponsorship of, or linked in some way with, state offices of the unemployment or welfare agencies. These are cooperative self-help support groups that assist unemployed persons over 40 in finding new jobs. They keep in close touch with the local work force market as well as with agencies that offer career counseling and guidance in education/training.

Counseling for Mid-Career Adults

Mid-life transitions and career changes frequently are the result of personal crises--divorce, death of a spouse, children leaving home, loss of job, health impairment, or any number of reasons. However, transitions do not always emerge from traumatic experiences. They may be calmly and deliberately planned, prepared for, and carried out according to plan. In any case, the person looking forward to such change usually feels the need for advice and support. Most people do not know where to go for help, or even that help is available to them.

Unfortunately, it is usually the persons who need information and advice the most that have the least knowledge of what is available. These persons frequently feel threatened by academic institutions, and it is not surprising that they avoid going directly to schools and colleges as their first source of information and advice. If their church or some social organization, the YMCA or YWCA, or the local library has organized some sort of support or self-help group, it is more likely that they will go there. These organizations fill an important need, but their clientele is usually limited. They are not always closely associated with educational and training institutions, and they are not in position to serve all segments of the community. They are, therefore, important adjuncts for community-wide organization, but rarely can they assume responsibility for the whole community.

Counseling on career change options and guidance of the adult student's selection of educational and training programs from those available in the community is the most important function of community support organizations. Three criteria have an important bearing on the success of this service function. First, the counseling and guidance must be closely attuned to community needs. It should be available and appropriate to all adults regardless of their economic status or amount of previous schooling. Second, information on the availability of the service should be well disseminated through every segment of the community. Third, it should be free of biases which might result from stereotyping of persons or jobs, biases which favor one institutional program over another in cases where appropriate options are available, or biases which are the result of incompetent or improperly trained counselors.

The community case studies, as well as the brief preliminary investigations of other communities, disclosed a number of ways in which these criteria were met.

Telephone Services. One of the best examples of making counseling and guidance services available and easily accessible to the whole community is the Career Counseling Service in Providence. This is primarily a telephone service, which is especially valuable because 96 percent of all Rhode Island households have telephones and 86 percent of the population is able to call a Providence exchange toll free. Information on the availability of the service is widespread; news articles and advertisements appear regularly in newspapers and on radio and television. Announcements are posted in welfare offices, churches, clubs, and other gathering places throughout the area. The service is free . When people telephone CCS, they first respond to a detailed interview schedule giving personal history, educational background, job history, and information about their job aspirations, and then make an appointment for a call-back telephone counseling session. They are asked to set aside a full hour for this conversation with the CCS counselor. Other calls follow the initial counseling conversation--in fact, the average client has five telephone contacts with his or her CCS counselor. Clients may also come to the CCS offices and make use of institutional catalogs and other information resources.

Shortly after the Providence study was completed, CCS broadened the base of its administrative and funding support, and its service is no longer confined to CETA-eligible clients; it is now available to anyone in the community.

Library Services. The Long Island Advisory Service operates a career counseling and educational guidance service through the public libraries in Nassau and Suffolk counties of New York. This offers a good example of how the convenient locations and service-oriented personnel of public libraries can be utilized for community support services for mid-career persons reentering education and training.

The use of libraries as a locale for adult education support systems has been greatly aided by the Office of Library Independent Study Project of the College Entrance Examination Board (CEEB, 1976). This project developed organizational procedures and personnel training methods for public libraries and librarians in several major cities and aided the founding of the Higher Education Library Advisory Service (HELAS) by the New York State Department of Education.

The library counseling program on Long Island utilizes the Vocational and Occupational Information Center File developed by the Nassau County Office of Women's Services which contains current information on career and job opportunities in the community and on the education and training resources that are available to mid-career adults in Nassau and Suffolk counties.

The Long Island Regional Council on Higher Education, a consortium of two-year and four-year colleges, supervises the library counseling service. Three of its members, which offer graduate degrees in counseling of adults, provide student interns who work with the librarians in counseling adult clients and guiding the preparation of education and training programs.

Other Community Counseling Services. In Syracuse (New York) the Regional Learning Service is an independent organization which serves as the "educational broker" between the mid-career adult who is seeking advice about reentry into education and the educational and training resources available in the area. Its services range from one-time contacts for information to group workshops conducted for civic organizations or industrial firms whose clientele or employees are interested in new career opportunities, new jobs, or ways to improve themselves while staying on their present jobs. Their principal service, however, is in one-to-one counseling and consulting contracts which extend over a period of several weeks or months. Lately, RLS has developed a service which combines one-to-one counseling with group sessions held with persons with similar life and/or career interests.

Information on available instructional offerings and schedules, financial aid, testing programs, job outlooks, vocational training resources, and teacher certification is provided without charge to those who telephone or come to the RLS offices. The charge for individual counseling is twenty dollars for a two-month period with no limit on the number of sessions a client may have with the learning consultant.

Most of the learning consultants are employed by RLS on a part-time basis. Most are non-professional counselors who are recruited from various fields of interest and employment. The aim is to have a counseling staff which contains persons with a wide diversity of backgrounds so that clients and counselors can be paired on the basis of common interests and experiences. While RLS is staffed to render services to all segments of the community regardless of the client's educational, racial, or economic background, in practice the clientele consists largely of middle-class persons seeking reentry into traditional two-year and four-year collegiate institutions. This is probably the result of a lack of widespread information about the availability of the service and the fact that there is a charge for counseling. The quality of the individual career counseling service, however, is probably the best observed in any of the case study communities.

In Rochester (Minnesota) the career counseling service is a joint operation between the Adult Education Center and the counseling staffs of the institutional members of the Southeastern Minnesota Education Consortium. The center employs a full-time counseling coordinator, who is usually the initial contact with someone seeking advice on choice of

career or new career opportunities. After the center's counselor has helped the client arrive at a career decision, or narrowed the choice down to one to two possibilities, he or she is referred to the institutional counselors who hold regular weekly office hours at the center. Since the consortium members have agreed among themselves to eliminate competing or duplicative courses in the Rochester adult education program, there is usually a single institutional counselor prepared to offer advice on each different occupational program. Thus, the bulk of the counseling operation can be distributed among counselors from the nine institutions in the consortium group.

A similar inter-institution agreement to avoid duplicative program offerings was found in the St. Albans community. In this case, however, the Adult Education Council does not employ a career counseling staff; this service is offered by the Community College of Vermont staff in St. Albans. Because the Adult Education Council has in its membership the welfare and state employment agencies as well as the CETA and OEO (Office of Economic Opportunity) offices and local civic and business organizations, adults seeking particular information on available jobs or other types of assistance are frequently referred directly to these member agencies.

Through its first year of operation this arrangement has worked quite well in this small rural community, primarily because most of the mid-career adults were enrolled in the Community College of Vermont. The CCV program is based on individual "learning contracts," and development of the contracts with each adult student requires a thorough review of career options as part of the educational program plan. Mid-career people who are not seeking degree programs go to the Office of the Adult Education Council, which acts as a central source of information on alternative course offerings.

In Omak (Washington), another small rural community, the Okanogan County Education Service is staffed with professional counselors who advise mid-career persons in career options available in the area and on education and training course offerings of Wenatchee Valley College, the only resource in the community for community college-level programs. This staff also counsels those who wish to obtain baccalaureate degrees through the outreach programs of Fort Wright College (Spokane) or the external degree programs recently made available from some of the Washington State public universities. OCES also has a special counselor to work with the large Native American population in the area.

In Northeastern California, career counseling and education program planning is available only through the counseling staffs at the individual community colleges in the area and through the California State University at Chico. Since there is no more than a single educational resource available in each of these widely separated community areas, a central source of counseling service is unnecessary. CSU-Chico, however, offers

the upper division work for baccalaureate degrees in eight separate fields through its external degree programs, which are taught at some of the community college campuses. The university maintains a toll-free telephone Information and Referral Inquiry Service (IRIS) throughout the Chico area which is now being expanded to all eleven counties in this sparsely populated rural area. IRIS provides callers with information on programs available through the nearest community college as well as through the university.

Other Support Services and Programs

While federal and state financial aid programs are administered by individual institutions, each of the community organizations was prepared to advise mid-career clients on what, if any, financial aids were available to them, and in many cases they offered assistance in filling out the usually complicated application forms. In some communities, financial assistance is available from local resources, including industrial organizations that offer tuition reimbursement plans.

In the area centered around Chico, California, the Northeast California Higher Education Council works with its member institutions to provide a number of services which are of value to these rural and often isolated communities and indirectly of value to adult students as well. NCHEC, for example, takes a leading role in regional educational planning through a contract to provide administrative services to five regional adult and vocational education councils. The purpose of these councils is to develop needed adult and vocational education programs offered by high school evening adult programs and the community colleges.

The NCHEC Subcommittee on Nursing, in addition to providing televised instruction for rural nurses which helps them meet their continuing education needs as required under state law for relicensure, administers a number of health-related services for the citizens of the rural communities in this region. Under the committee's direction, an inventory of ambulatory care facilities was prepared and publicly distributed throughout the region. The committee works with local communities on the development of county health fairs where regional representatives of Heart, Cancer, Lung, and Diabetes Associations and local medical councils demonstrate prevention and care techniques. NCHEC has also developed a regional data bank for health manpower. This is a computerized system of maintaining records of all professional and paraprofessional personnel in Northeastern California. This is a valuable service to the small isolated communities which frequently lack emergency care services or the services of specialists that may not be available in the local community.

A service frequently overlooked is that of making arrangements with the public libraries and with bookstores (particularly those on or near

campuses) to stay open for at least a few evenings a week to accommodate adult students taking evening classes.

Child care centers are a frequent need of adult students in every one of the case study communities, and facilities are not always available for the majority of adult students who still have young children living at home. The Rochester Community College maintains an on-campus child care center which serves adult students taking daytime classes, but available funds have not allowed its operation in the evenings. In a few rural small towns (in Northeastern California and Omak) attempts have been made to recruit volunteer "baby sitters" for adult students, but this has been difficult and not particularly successful in meeting the full need for these services.

Outreach Programs

In each of the three rural areas studied (Omak, St. Albans, and Northeastern California) the local community organization was able to serve mid-career adults living in distant and often isolated towns by establishing outreach learning centers.

In Omak, the Okanogan County Education Service outreach centers are located in towns in the river valleys up to fifty miles from Omak; there are also two centers on the Colville Indian Reservation. Most are staffed with Wenatchee Valley College faculty members who travel to the outreach centers one day each week. One of the centers on the Colville Reservation is staffed with adjunct faculty of Fort Wright College and offers baccalaureate degree courses.

In Northeastern California, the consortium originated and directs an outreach program wherein four of the six community colleges operate multisubject learning centers in small rural communities between fifty and one hundred or more miles from the college campus. The California State University at Chico holds classes for its External Degree students at four community college campuses in the eleven-county area. Thus, the community colleges become outreach centers of the university offering senior college baccalaureate degree courses. Faculty members usually travel to these campuses from Chico to meet thier classes, though some are taught by adjunct faculty members (frequently community college instructors) appointed by the departments and deans in Chico.

In St. Albans, the Adult Education Council has organized outreach centers on Grand Isle, in Lake Champlain, and at other rural centers in Franklin County. These offer associate-level courses of the Community College of Vermont, non-degree courses of University of Vermont Extension, and occupational training courses of the local school district.

Urban outreach centers in major metropolitan cities serve the same function of bringing their evening and afternoon classes to adult students at inner-city locations. These are convenient for many persons who would find it difficult to commute to campuses which are often located in suburban areas or in locations which would require a long streetcar or bus ride at night.

Onondaga Community College, which is located in suburban Syracuse, has established a downtown center which is easily accessible to many of the city's minority groups and offers both academic and occupational training courses. At the time of the case study survey, OCC was working with the SUNY Economic Opportunity Center program to establish another inner-city location. Most of the Syracuse University programs for adult students are located at a downtown campus.

This same pattern of operating urban outreach centers at inner-city locations was observed in Providence, where Rhode Island College and the University of Rhode Island jointly maintain the Urban Education Center in the downtown area. Roger Williams College, whose main campus is located in suburban Bristol, has established a major center in downtown Providence which serves a primarily mid-career clientele with courses in engineering, business administration, and the social sciences. Roger Williams also operates an outreach center at Quonset Point (the former U.S. Navy post) in cooperation with the Electric Boat Division of General Dynamics Corporation.

Role of Employers

An important service of community organizations is that of developing liaison relationships between employers and labor organizations and the local resources for education and occupational training.

The Regional Learning Service in Syracuse, New York, has developed a number of seminar programs on career opportunities and on-the-job training programs for industrial firms in the central New York area. In the rural communities of Omak and St. Albans, the community organization works with local employers to develop educational and training programs to meet their work force needs.

In Providence, the Career Counseling Service is linked to the Rhode Island Industry-Education Council, which works with education and training institutions to develop programs that will supply the trained work force needed by new industries coming into the market. The IEC is particularly concerned with retraining unemployed persons who formerly worked for the abandoned Navy bases on Narragansett Bay.

Outside of the case study communities, the preliminary surveys disclosed a program in Springfield, Massachusetts, where New England College

and American International College place members of their counseling staffs on scheduled days in each of the major industrial plans in that area. These counselors offer career counseling and education and training advice and work with the personnel departments of the manufacturing firms to secure financial aid, flexible work schedules, and other inducements to mid-career adults to continue with their education and training. In Boston, Massachusetts, and in a number of communities throughout New York State, separate community organizations have been formed to bring together education, management, and labor in order to develop job opportunities and train people to meet local work force requirements.

Summary

The table that follows, on pages 26 and 27, summarizes the support and, in applicable cases, the educational programs offered by the community organizations which were studied in the seven case study communities. More detailed descriptions of these services is contained in the case study reports, included herein as Appendices A through G.

COMMUNITY SUPPORT ORGANIZATIONS AND THEIR SERVICE FUNCTIONS

ORGANIZATIONS	SERVICES (See next page for definitions)											
	1. Information on all available education opportunities	2. Career Counseling	3. Referrals to institutions for counseling	4. Group counseling and support seminars	5. Advice on educational program planning	6. Information and advice on job placements	7. Other community services	8. Instructional course offerings in local communities	9. Outreach educational programs at remote locations	10. Offer non-classroom instruction opportunities	11. Offer non-traditional curricula, degrees or certification	12. Inter-institutional "pooling" of courses, exchange of credits
Case Study Communities												
Rochester - Rochester Education Center of SUNYC	X	X	X		a			X		X	X	X
- Women's Resource Center, Rochester YWCA		X		X	a	X	X					
- Women's Institute of College of St. Teresa		X		X	b			X				X
Omak - Okanogan County Education Center	X	X		X	b		X	X	X	X	X	
Chico-N.E. California - Northeastern California Higher Education Council	X		X	X	b		X	X	X	X		X
St. Albans - Adult Education Council	X		X		b		X	X	X		X	X
Providence - Career Counseling Service	X	X			a	X						
- Operation CHOICE	X	X		X	b			X				
- Industry-Education Council						X	X					
Syracuse - Regional Learning Service	X	X		X	a	X						
Long Island - Higher Education Library Advisory Service	X	X			a	X						
- Nassau County Office of Women's Services	X	X		X	a	X	X					
- Adelphi Career Advisement Center		X			a			X		X	X	

Explanations of a and b designations appear in definition #5 on next page.

COMMUNITY SUPPORT ORGANIZATIONS

Definitions of Services

1. All organizations offer information on their services, but those here indicated are the organizations which disseminate information through the whole community on *all* opportunities and resources available to local people.

2. Indicated in this column are those organizations which maintain their own staffs to offer individuals counseling on career opportunities and help in making career decisions.

3. These organizations *do not* employ career counselors, but instead refer clients to the counseling staffs of educational institutions.

4. These organizations organize group counseling and other support groups to aid career choices or for support and advice on personal problems (women's reentry, divorce and family problems, alcohol and drug abuse, etc.).

5. Advice and guidance in planning an education/training program to meet predetermined objectives. *a* indicates advice on choices among *all* local institutional offerings; *b* indicates advice on choices offered at one institution or at a restricted number of institutions.

6. Organization maintains current files on all local job opportunities.

7. Indicated in this column are those organizations which organize community services other than those directly related to individual education and training. Examples are health fairs, emergency medical referrals, welfare application assistance, development of new industries and generation of new employment opportunities, local cultural events, and promotion of museum and library offerings.

8. These organizations, through member institutions, maintain local facilities to offer instructional courses.

9. These organizations, through member institutions, have developed outreach programs which bring instructional programs to persons unable to attend classes at a central location. Examples are courses offered at remote rural areas, urban neighborhoods, or at hospitals, industrial plants, or other non-institutional locations.

10. Examples are self-instructional courses via television, tape cassettes, and programmed texts by which supervised learning takes place primarily in the home.

11. Institutions offer educational programs and degrees which utilize "contract learning," credit for experiential learning, or other non-traditional degree or certification programs for adult part-time students.

12. Institutions in these communities have mutually agreed to reduce or eliminate duplicate course offerings and to recognize courses taken at other institutions toward their degree requirements.

IV

MODELS FOR COMMUNITY ORGANIZATIONS

The underlying purpose of the case studies was to identify and describe "transportable ideas"--those organizational structures and program plans that had contributed to success and could be adapted to other communities. The purpose of this chapter is to organize and present many of these ideas in a conceptual framework which will illustrate the relationships between structure and activity and, it is hoped, improve their transportability.

The authors became convinced during the course of their study of these community-based support systems that the strength and effectiveness of a community organization was dependent primarily on its basic organizational structure and fundamental policies. If these were sound, the programs developed by the organization were more apt to succeed.

Certain elements of organizational structure and certain operational policies were identified as those which appeared to mark the success of some community organizations. It also seemed evident that when any of these elements of structure or policy were weak or absent, less effective organizations were the result.

As the case studies progressed, a list of apparently effective organizational structures and policies took shape. Some fundamental precepts related to organizational purposes and goals seemed to emerge as the probable reasons for success, and a tentative list of them was formulated.

Each case study was then reviewed in the light of these precepts to see if, in practice, their presence really contributed to success and if their absence indicated weakness. The precepts were further reviewed in the light of a few theoretical concepts related to organizations which have withstood the test of time. From this procedure a list was formulated of basic elements that are probably essential to the success of any organization created to develop and support programs of continuing education and retraining for mid-career adults. This may be looked upon as a set of guidelines--or a checklist--of necessary organizational ingredients. These organizational ingredients were then incorporated in four alternative models to illustrate how they may be put into practice in four different types of community organization.

One fundamental criteria of success seemed to be grounded in the Barnard-Simon theory of "benefits (or inducements) - contributions equilibrium" (Simon et al., pp. 381-82). This postulates that participants in organizations will continue their productive cooperation so long

as the perceived benefits are at least as great as the contributions they are asked to make. If the organizers of the community effort had succeeded in contriving an arrangement wherein every participating group could clearly see advantages which were in line with its own interests and goals, the organization would benefit all concerned with it. Thus, if the community leadership perceived the possibility of a better-educated citizenry and better-trained work force that would contribute to the civic welfare and to the local economy, their time and organizational efforts would be forthcoming. If the education and training institutions foresaw that this community effort was encouraging and supporting a new adult student clientele, they would be anxious to cooperate with the community effort and produce the kind of education and training programs desired by employers and by the potential mid-career students. Mid-career citizens of the community, if given information about educational and training opportunities and counseling on careers that would be available to them, would reenter schools and colleges, thereby becoming more knowledgeable and productive members of the community. The importance of this balance of contributions and benefits was evident in the community case studies.

A theoretical viewpoint underlying the organizational models is the Likert conceptualization of interaction-influence networks, and the so-called linking-pin concept (Likert, 1976, pp. 183-201):

> The structure of interaction-influence network organizations consists of cohesive work groups with high performance goals linked together by persons who hold overlapping memberships in two or more groups....
>
> An essential function of a linking pin is to provide an information flow and to establish reciprocal influence between the two groups of which he or she is a member.... The linking pin is not a representative of either of the groups of which the person is a member....[Representatives] press vigorously and unilaterally for action that they and their colleagues wish....A linking pin creates reciprocal responsibility to implement the decisions reached jointly....

Linking pins are also required to provide the interaction-influence network between conflicting institutions. The Likert principle will be observed in the prescribed presence on the governing board of each community organization a person who will link one of the participating groups with the organization of the adult education support system.

Basic Elements of Successful Community Organizations

The following elements appeared to the authors as essential to the success of community organizations formed to develop and support adult

education and training opportunities. These may also serve as a checklist for community leadership as it evaluates the probable effectiveness of an existing or proposed organizational scheme.

A. Organizational structure:

1. The governing board of the community organization will contain persons who, by position and title or by background of experience, will link the organization with key participants or participating organizations: professional educators and the participating educational and training institutions, the community's civic and business (employment) leadership, and the operating director who supervises contacts with adult students and prospective adult students.

2. The organizational plan will carefully provide visible benefits for each participant or participating group, as well as clear definitions of the contributions or responsibilities expected of each participant.

B. Goal orientation:

1. The organization will be primarily oriented to the needs of the adult education consumer.

2. Clarity of purpose--concentration on policies which relate to primary services (see following list) and entry into additional services which are of secondary importance only when they are needed and within the capability of the organization.

3. Long-term organizational plans and programs, with provision for long-term financial stability.

C. Primary services:

1. Encourage the development of new opportunities for continuing education and occupational training for mid-career adults.

2. Carry out a widespread dissemination program of information on available education and training opportunities.

3. Develop a career counseling service that is available to all segments of the adult population.

4. Offer guidance and independent advice on selection of educational programs that fit the individual adult's learning needs.

5. Assist the development of an education/training delivery system which is available locally and oriented to both adult learning patterns and the particular time and place requirements of part-time (usually full-time employed) mid-career adult students.

D. Responsibilities of the community organization:

1. Develop community support for the proposition that the availability of continuing education and training for mid-career adults is of value to the community's economic and social welfare.

2. Develop or participate in the development of a community plan for continuing education opportunities.

3. Insist upon the institutional development of a necessary range of close-to-home education and training opportunities for mid-career persons.

4. Encourage employer organizations to develop personnel policies which will assist persons who desire additional education and skills training.

5. Promote a spirit of cooperation between the information-counseling-referral agency and the educational and training institutions.

6. Develop ancillary services as needed, such as child care centers or support groups for adults with special needs.

7. Develop or encourage the development of outreach programs that will bring educational opportunities to disadvantaged neighborhoods of a large city, or to isolated rural communities.

E. Responsibilities of education/training institutions:

1. Whenever needed, develop special programs and special teaching techniques for the adult student clientele.

2. Adopt admissions policies which allow open access to educational opportunities of all mid-career adult students with varying educational and cultural backgrounds.

3. Accept part-time students without penalties of excessive tuition or fee costs.

4. Offer evening and, if possible, weekend classes for working adults.

5. Insure the availability of learning materials in various locations on and off campus.

6. Explore and develop all possible sources of financial aid to the part-time adult students who may need it.

7. Carefully develop policies and practices, as well as appropriate quality controls, related to nontraditional courses/programs and teaching-learning methods.

8. Consider the advisability of establishing off-campus locations to meet the requirements of working mid-career students.

F. Responsibilities of state education agencies:

1. Develop and encourage adoption of state public policies which recognize the societal and economic importance of continuing education and skills retraining of mid-career adults.

2. Provide for institutional programs which will make education available and accessible to mid-career adults.

3. Do not impose unwarranted education fees and other charges on adult part-time students.

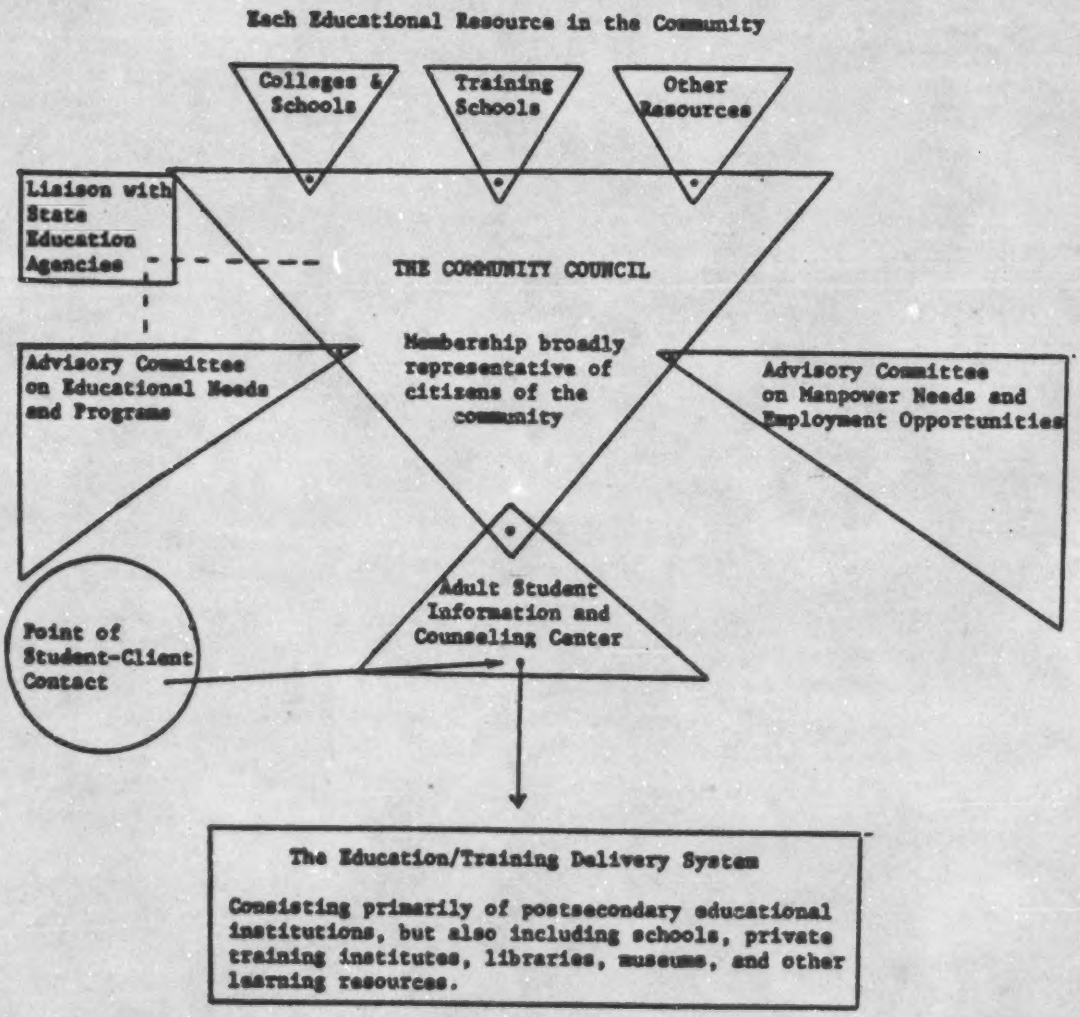
4. Whenever possible make financial aids equally available to part-time and adult students.

Alternative Models for Community Organization

In the opening statement of Chapter II it was pointed out that the case studies indicated that the forms of organization for community efforts tend to reflect the local characteristics of the people, the way they have traditionally organized civic programs, and the amount and types of educational opportunity available in the community. This observation dictated the construction of four alternative models to illustrate the way in which the basic elements of organizational structure and program activity could be incorporated into different community settings.

Model 1

THE COMMUNITY COUNCIL MODEL


Each Educational Resource in the Community
Colleges & Schools
Training Schools
Other Resources
Liaison with State Education Agencies
THE COMMUNITY COUNCIL
Membership broadly representative of citizens of the community
Advisory Committee on Educational Needs and Programs
Advisory Committee on Manpower Needs and Employment Opportunities
Point of Student-Client Contact
Adult Student Information and Counseling Center
The Education/Training Delivery System
Consisting primarily of postsecondary educational institutions, but also including schools, private training institutes, libraries, museums, and other learning resources.

Model 1 has the potential for being the most effective type of community organization. It has the advantage of unitary purpose--that of providing the community with the best possible opportunities for its mid-career people to have access to continuing education programs. In this model, the Community Council is closely linked with but organizationally independent of the educational institutions, which understandably are primarily concerned with their own needs, interests, and problems. It is also linked with the organizations which provide employment and which have

uppermost in their minds their immediate needs in the way of trained and experienced prospective employees. Organizations of this type are often in the best position to find continuing financial support for their own activities, for the educational resources in the community, and for mid-career students because they are independent of parochial interests yet closely linked to the community as a whole.

The effectiveness of such organizations, however, is dependent upon the presence in the community of a rather large number of dedicated persons strongly committed to the need to improve available educational opportunities and willing to take the initiative in bringing this about. They are persons who will accept membership on the council to serve the educational needs of the community as a whole and not as representatives of some group with a particular interest in the educational system.

The following are the distinguishing characteristics and responsibilities of organizations formed on this model:

1. The council is organized in a formal structure, incorporated (nonprofit) if this is desirable or necessary.

2. Its membership includes lay citizens broadly representative of the community and in a majority. These are augmented by professional educators (one from each institution) and other persons drawn from industrial or business firms, public agencies, labor unions or a central labor council, the community library, and other non-institutional educational and cultural resources.

3. It is linked, through some of the council members, with other organizations whose interests the council serves and which in turn look to the council for services which will fulfill their own interests and goals. Each of the educational resources in the community (educational institutions, training schools, libraries, museums, etc.) are organizationally linked to the council through one member who serves on the board or executive group of both organizations. These persons therefore serve as the linking pins between the two organizations.

4. The council and its advisory committee on educational needs and programs maintain a continuous liaison with state education agencies, both to fulfill state policy and advocate new policies. They also look to these state agencies as a source of either base funding or funding for special educational programs and student aids.

5. The council also has two other linkages, these with expert advisory groups. They can be either standing committees drawn from its own membership, or committees which contain qualified

members augmented with "outside" experts. One is a committee on joint educational program planning which surveys the community educational needs and recommends needed programs to the appropriate education or training resources. The other is a committee on manpower needs and employment opportunities. The latter is generally composed of persons drawn from local business and industry, labor unions, and public service agencies. The chair of each of these committees serves as spokesperson for the committee and the linking pin with the council.

6. The council creates and governs an Adult Student Information and Counseling Center. This sub-organization is the council's point of contact with the adult mid-career students, the clientele the council is formed to serve. It is headed by a director, who is also a full member of the council and thus serves as the link between the two, bringing reports and recommendations to the council and carrying policy directives back to the administrative unit.

7. The Adult Student Center performs three basic functions: (a) It develops and carries out a widespread program of disseminating information on local education/training opportunities for mid-career persons. It is particularly mindful of the need to get information to those groups in the population which have had little or no contact with education resources--the undereducated, some ethnic minority groups, and others. (b) It develops and carries out a program of career counseling for those adults who want and need this service, which includes occupational interest and ability testing when needed. The counseling service can be performed on a one-to-one basis or in group sessions. Computerized counseling systems can be utilized either as a primary medium of contact or as a supplement to personal counseling. Toll-free extended-service telephone contact also has been used very successfully for initial counseling contact and as a complete (multi-session) counseling service. (c) It counsels and guides adult clients to the appropriate educational resource where their particular program needs can best be fulfilled. After the person has moved on to the delivery system, occasional or periodic follow-up reports on the students' satisfaction and progress are recorded, and further advice is offered if the need for it is indicated.

8. In order to carry out its functions effectively, the Adult Student Center will be in close contact with all educational institutions and resources in the community and will be currently informed about their programs as well as their admissions and other policies.

9. Each organization (the Adult Student Center and each of the education resources) should be supportive of the unique services provided by the other.

10. The decision on whether to charge the adult client for the career counseling and referral service, and the amount of the charge, will be a matter of policy to be decided by the local organization.

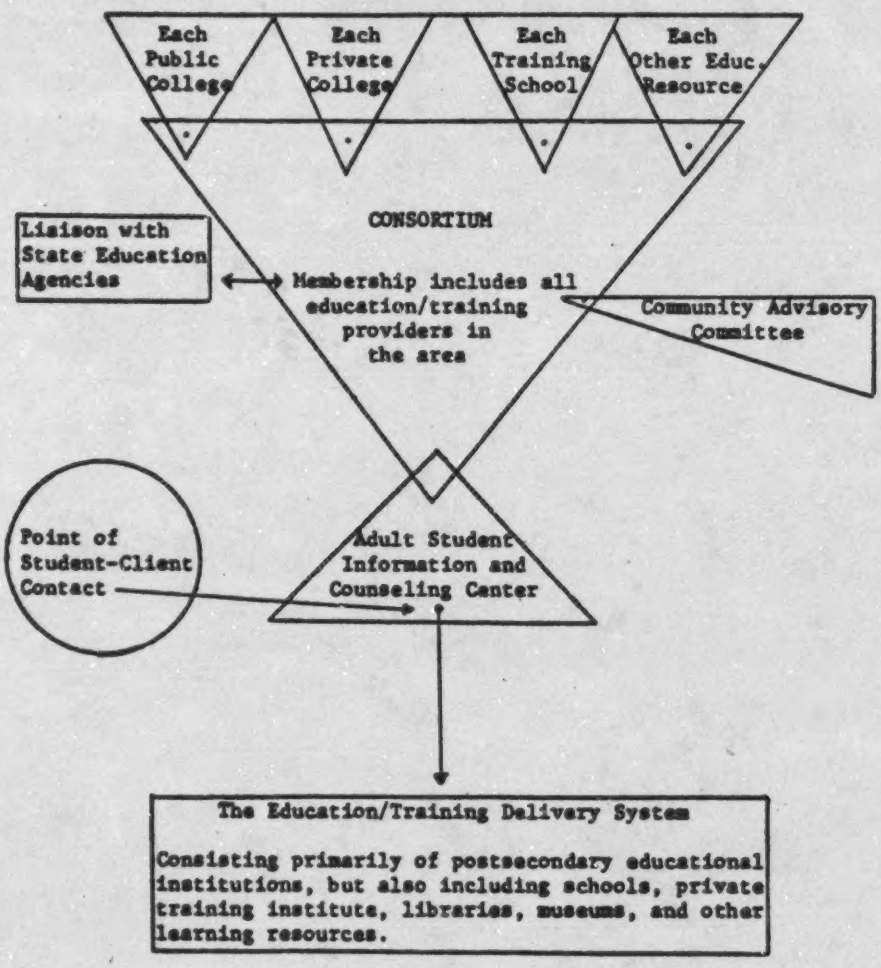
    The overriding policy must be that service will be available to all persons who need and seek it without regard for personal situations of employment or unemployment or type of career information sought. Frequent practices are to make nominal, reasonable charges on the basis of ability to pay.

11. The center will be mindful of the importance of extending services to all physical areas in the territory it is expected to cover. This is particularly important in rural areas with remote, often isolated, communities and in large urban areas where difficult public transportation and inner-city poverty frequently discourage travel to a center located "across town."

12. Students, during and after receiving services of the Adult Student Center, move on to the Education/Training Delivery System in the community.

Model 2

THE INSTITUTIONAL CONSORTIUM MODEL


Each Public College
Each Private College
Each Training School
Each Other Educ. Resource
CONSORTIUM
Liaison with State Education Agencies
Membership includes all education/training providers in the area
Community Advisory Committee
Point of Student-Client Contact
Adult Student Information and Counseling Center
The Education/Training Delivery System
Consisting primarily of postsecondary educational institutions, but also including schools, private training institute, libraries, museums, and other learning resources.

Within the past decade, one of the major developments in postsecondary education has been the formation of consortium organizations among institutions with common concerns or among institutions which propose to render coordinated and/or joint educational services. Model 2, therefore, may prove to be a more convenient form of organization for a community's effort to develop continuing education/training opportunities for mid-career adults. The organization may already be in existence, or most of the

education providers may be ready and willing to enter into a consortium agreement and assume responsibility for this effort.

This model has the advantage of being formed of those institutions which are directly and actively involved in the development of broader educational opportunities for mid-career adults. It also has some potential weaknesses which must be avoided. If a consortium is already in existence and originally formed for some other purpose, such as to share a computer facility or to exchange student credits in certain course offerings, it may not include in its membership all of the education providers. The new members may be difficult to enlist and still keep the diverse organizational goals separate and free of conflict. Furthermore, once educational consortiums have been formed, they tend to discover additional activities and programs to combine with their original goals. A diversity of programs not directly related to the provision of continuing education services for *all* adult students can sap the strength of the community-wide effort. Multiple goals and diverse goals can also frequently result in inter-institutional conflict which weakens or destroys the organization. These dangers can be avoided, and have been successfully avoided, in many consortium organizations by careful and cooperative planning.

Model 2 suggests an organization built upon a consortium of all education/training providers in a community with some organizational features which should overcome potential weaknesses.

The following are the distinguishing characteristics and responsibilities of organizations formed on this model.

1. The consortium is based upon a compact among its members, consisting of all of the (frequently competitive) education providers in the area, which stipulates clearly the purpose of the organization, its goals, and the responsibilities of each member in developing a broader array of adult postsecondary education/training opportunities accessible to all segments of the community.

2. It is organized in a formal structure, organizationally separate from that of its member institutions, though it may be convenient for one to serve as the consortium's fiscal agent.

3. Each member institution shares the cost of the minimum essential services of the center, usually an executive director, an information dissemination program, and a counseling director. Funding of costs beyond the essential minimum expenses can be borne by the members, by public or private sources, or by "overhead" (indirect cost) allowances in grants made to finance specific programs.

4. It is linked to each education provider by a person who is a member of the education provider organization (officer or administrative executive) and also a member of the governing board of the consortium. Needless to say, this linking pin between the two organizations serves on the consortium board not as a representative of the interests of the institution, but as a policy-maker reflecting the broader goals of the consortium.

5. The consortium, through its staff and/or its officers, maintains a continuous liaison with the education agencies of the state so that state plans and policies will be carried out, and in order to advocate new plans or policies. It will also keep in touch with the state as a source of funding for the consortium organization and/or its community service programs.

6. The consortium actively maintains a linkage with a Community Advisory Committee. This linkage is vital to the long-term success of the consortium organization. Without it, the consortium can slip into the habit of giving priority attention to the parochial concerns of the education establishments rather than to the overriding concern for the economic and cultural well-being of the community and of its mid-career citizens.

   This committee is broadly representative of the lay citizens of the community. Its members will have strong linkages with employers and labor organizations, with public service organizations and welfare agencies, with cultural organizations, and with agencies concerned with long-term community or regional planning. The chairperson of the Community Advisory Committee is given the status of a voting member of the consortium board.

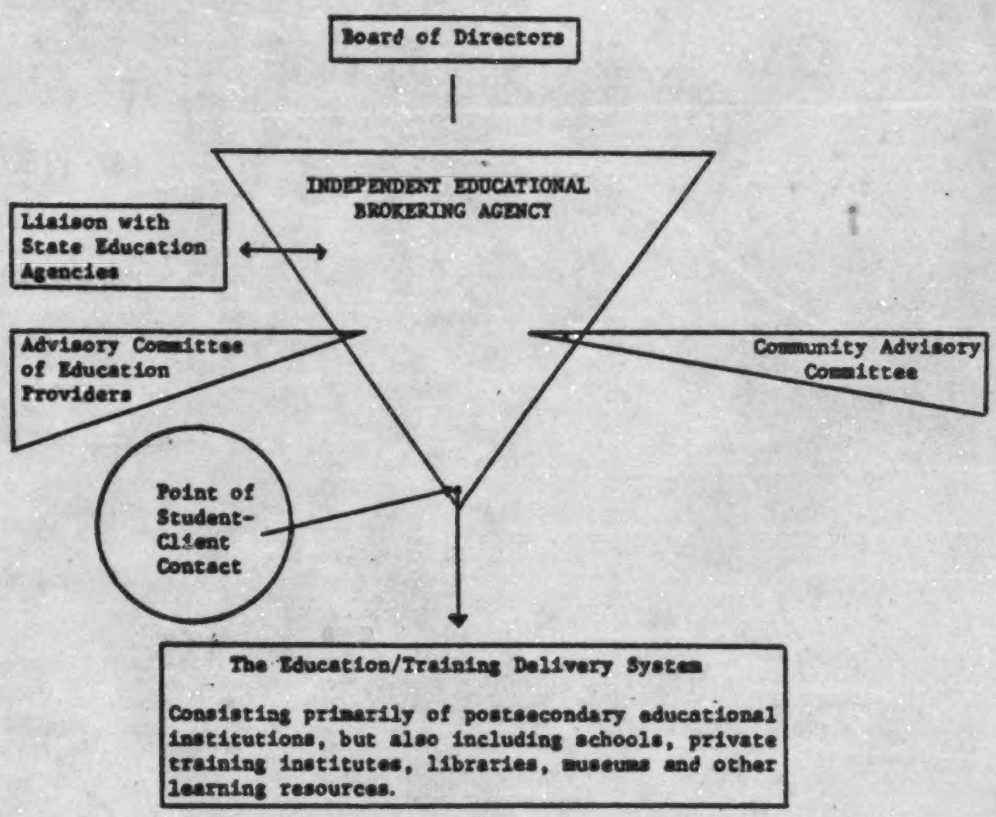
7. The consortium creates and governs the Adult Student Information and Counseling Center, which is the consortium's point of contact with the adult mid-career clientele and source of prospective students.

8. The center staff has at least two employees (an executive director and a counseling director) who are *not* also employees of one of the member institutions. It is quite possible that the counseling director can supervise or personally handle the bulk of the career counseling and aptitude testing and rely upon institution counselors to do the remaining client-student contact work.

9. The remaining functions, responsibilities, and policies of the Adult Student Information and Counseling Center are the same as those described in items 6 through 12 associated with Model 1.

Model 3

THE INDEPENDENT EDUCATIONAL BROKERING AGENCY MODEL


Board of Directors
INDEPENDENT EDUCATIONAL BROKERING AGENCY
Liaison with State Education Agencies
Advisory Committee of Education Providers
Community Advisory Committee
Point of Student-Client Contact
The Education/Training Delivery System
Consisting primarily of postsecondary educational institutions, but also including schools, private training institutes, libraries, museums and other learning resources.

Since the mid-1970s, a number of independent agencies have been formed under the descriptive term *educational brokering services*. These have been concentrated for the most part in the northeastern and north central states, though the "movement" is spreading to cities in other areas as community interest in the development of continuing education opportunities for mid-career adults receives encouragement from state and federal education agencies.

The educational brokering agency is essentially the "adult student information and counseling center" described in connection with Models 1 and 2, except that it is designed to function independently of any association it may have with an educational institution or group of institutions. In their purest form, educational brokering agencies are described as institutionally independent, as go-betweens or intermediaries between the adult client-student and the educational establishment; as experts in career counseling, guidance, and testing; and as bias-free advocates of the client-students' needs as they pursue their educational goals.

It has been observed that educational brokering agencies--at least those in the "pure form"--certainly perform valued services for individual clients, but they may be, as organizations, operating in a vacuum, isolated from close contact with the education providers and sometimes isolated from current needs and employment trends in the community.

Because many new community organizations are investigating educational brokering as a program model, and because some existing brokering agencies are experiencing organizational problems, Model 3 is offered as a suggested structure for organizations formed on this concept.

The following are the distinguishing characteristics and responsibilities of organizations formed on this model:

1. The agency is organized in a formal structure and chartered as a nonprofit corporation.

2. It is governed by a board of directors, a small body of persons with diverse business and professional interests including but not confined to the education professions, and with expertise which they can contribute to the agency's success and welfare. They are an active board, meeting regularly six to nine times a year, and giving active policy direction to the agency and its director.

3. Key officials of the agency are an executive director and a counseling supervisor. The director administers the enterprise, reports to the board of directors, and carries out policy directives formulated by the board. He or she maintains close liaison with the state education agencies, prepares proposals for funding of new projects or programs, and meets regularly with the two advisory committees. The counseling supervisor selects and directs the counseling staff and conducts and/or plans meetings with organizations in the community which contract for agency services.

4. The agency has two important linkages with advisory groups.

The Advisory Committee of Education Providers is composed of administrative officers of the collegiate institutions, training schools, and other educational resources such as libraries and museums. An ideal chair for the committee (and linking pin to the agency) would be a retired education executive who is also a member of the agency's board of directors. This committee meets regularly with the agency director and counseling supervisor reporting on the interests and needs of educators and new programs developed by education providers in the community. They advise the agency on all matters concerning the agency's relationships with schools and colleges. They also advise the director on new projects and programs of the agency and lend their support to funding proposals.

The Community Advisory Committee is the agency's link to the civic leaders of the community, including leaders in business, industry, and labor; public service corporations and agencies; community welfare groups; and the cultural life of the community. An ideal chairperson would be an executive of a public service corporation or an executive of a chamber of commerce or industry association who is also on the board of directors of the agency. This committee advises the agency on current trends in the local economy; of new industries coming into the community which will be hiring personnel and perhaps in need of training programs; of community and regional development plans; and of community welfare problems, particularly in neighborhoods, districts, or segments of the population which are experiencing high unemployment, cultural minority discrimination, increasing crime, or other problems which special educational programs and/or leadership counseling seminars might remedy. The committee lends its support to the agency's funding proposals for new projects or programs and actively searches out sources of public or private funding for agency programs related to community welfare matters.

5. The agency strives to be the first point of contact for mid-career adults who are considering or have decided to reenter some form of education or training. It is therefore essential that the agency conduct a community-wide program of information on its identity and on the services it offers. It is particularly important that this information be disseminated among groups in the population which are unemployed, undereducated, or suffering from some form of discrimination which limits their opportunities to change their life or work patterns. This is done through paid and free space or time in the public media, and through supplying promotional literature to community welfare and other public agencies.

6. Since the agency will have to generate income to cover its basic operating costs, two areas of management decisions are crucial. The first is establishing policies on charges for its various services. The second is developing a cost-effective combination of (a) individual counseling and testing for clients who desire or need this personal attention, (b) various forms of group counseling for clients who come to the agency or for groups who contract with the agency for services, and (c) special counseling or advisory programs in which the agency acts as contractor or consultant. The director and his/her staff, aided by the advice and personal influence of the agency's board of directors and advisory committees, maintains an active program of solicitation of all sources of income-producing projects and programs.

   The necessity for locally generated income, however, does not preclude the delivery of services to individuals or groups with severely limited financial resources. These situations are met by means of two program policies. First, all charges to individuals who are paying for services out of their own pockets are set on a sliding scale with priorities given to those with the greatest need (a practice long in use by most community-service United Way agencies). Second, the agency solicits "sponsorship" or special project funding from public or private agencies or foundations concerned with public welfare who will pay the costs of agency services to low-income groups or individuals.

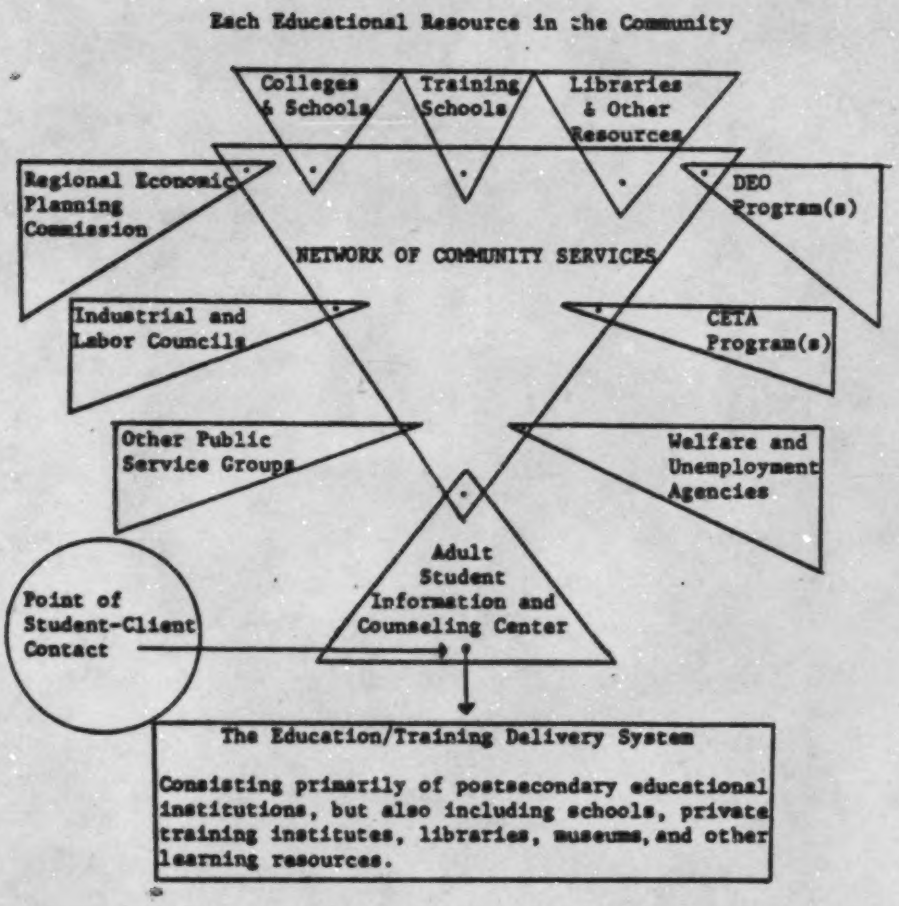
   These policies and activities suggest the presence on the staff (the director or some other person) of an experienced fund-raiser.

7. Public funding sources may be available to the agency through state or federal sources. These resources are valuable--and may be necessary--but they are allocated only in return for continuing services or special ad hoc projects which help fulfill the priorities and policies of the funding agency. Private foundation funding is also available on this same basis. The agency must examine each funding source and proposal carefully to be sure that the service programs or projects specified can be delivered within the framework of the agency's basic policies, practices, and goals.

8. For more detail on regular, ongoing services of the agency see descriptive items 7 through 10 listed in connection with Model 1.

Model 4

THE NETWORK OF COMMUNITY SERVICES MODEL


Each Educational Resource in the Community
Colleges & Schools
Training Schools
Libraries & Other Resources
Regional Economic Planning Commission
DEO Program(s)
NETWORK OF COMMUNITY SERVICES
Industrial and Labor Councils
CETA Program(s)
Other Public Service Groups
Welfare and Unemployment Agencies
Point of Student-Client Contact
Adult Student Information and Counseling Center
The Education/Training Delivery System
Consisting primarily of postsecondary educational institutions, but also including schools, private training institutes, libraries, museums, and other learning resources.

As is apparent in the specifications of the other three models, the most effective community organizations formed to develop greater opportunities for adult mid-career education/training require a number of linkages to other organizations and individuals in the community. This is particularly true when job opportunities are scarce or when planning commissions and chambers of commerce are bringing into the community new industries which need educated and trained personnel. It is also true

when large segments of the population are living at or below the poverty level and are undereducated or subject to some form of discrimination.

Under these circumstances there may be an advantage in creating a network of community service agencies that will work closely with the educational providers and the Adult Student Information and Counseling Center in its efforts to open up new opportunities for mid-career adults.

The following are the distinguishing characteristics and responsibilities of organizations formed on this model:

1. Model 4 is similar to Models 1 and 2, but it specifies an extension or expansion of the linkages with other public service organizations and places them in the role of direct participants in the adult education effort rather than in the role of advisors.

2. Each of the agencies or groups which comprise the network selects from its membership the person who will serve as the linking pin with the community network organization for a specified period of time (for example, two years but subject to reappointment or reelection). The expiration times would be staggered so that the network membership would have better continuity.

3. The organizational structure of the network is that of a consortium of equally participating organizations. Under these circumstances, it is necessary to carefully develop a statement of purposes and goals, spelling out specifically the advantages each organization will derive through the cooperative organization as well as the responsibilities each assumes in becoming a member.

4. It is very important that the persons selected by the community organizations to serve on the board of the network adhere closely to the linking pin concept--that is, they will serve as the communication channel between the two organizations in which they hold membership, and they will not sit on the board of the network organization as a representative or champion of the special interests of their other organizational affiliation. This must be a more exacting role than that expected of the linking pins in the other model organizations, because the potential weakness in the Network Model is that it might easily become diverted from its primary goal to a confused array of community problems not directly pertinent to its own unique function.

5. The network creates, administers, and secures the basic funding for the Adult Student Information and Counseling Center.

6. An advantage of the Network Model is that the center can more knowledgeably refer its clients to any of the organizations which are members of the network when it is evident that services of these agencies are needed and appropriate. Thus, the center may refer clients to the welfare agency, or arrange for them to obtain help through CETA or OEO. Member organizations can in turn refer their clients to the center for expert career and educational counseling before their reentry into schooling.

7. In all other respects, the center functions are the same as those specified in items 7 through 12 associated with Model 1.

8. The potential strengths of this model are (1) that the organization seeking to develop continuing education opportunities will have a broader base of community support, and (2) that mid-career adults are more likely to have their personal needs served promptly by the agency best fitted to serve them.

   It is probable that the Network Model will work best under two particular community circumstances: (1) in smaller communities, where the number of capable civic leaders needed to serve on the boards or citizen advisory committees of multiple community welfare organizations is limited and the value of inter-linked agency boards becomes more evident, and (2) in communities which are undergoing severe unemployment or economic dislocations which place unusually large burdens on the underemployed, the poor, and the educationally disadvantaged. In large, reasonably affluent metropolitan communities, the weaknesses of this model may be greater than its particular strengths.

APPENDICES

The appendices which follow contain those sections of the community case studies which deal with the structures and programs of the community organizations formed to assist mid-career adults seeking continuing education and occupational training. They also contain a brief description of the community itself and, in some cases, commentary on state public policy related to adult continuing education.

Descriptive data on the adult students in each community and their experiences with continuing education programs is contained in the companion monograph (Regan, Terkla, and Paltridge, 1980).

Appendix A - The Rochester (Minnesota) Adult Education Center, Southeastern Minnesota Education Consortium

Appendix B - The (Omak, Washington) Okanogan County Education Center

Appendix C - The (Chico, California) Northeastern California Higher Education Council

Appendix D - The (St. Albans, Vermont) Adult Education Center

Appendix E - The (Providence, Rhode Island) Career Counseling Service

Appendix F - The (Syracuse, New York) Regional Learning Service

Appendix G - The (Nassau-Suffolk Counties, New York) Long Island Advisory Council on Higher Education

Appendix A

ROCHESTER, MINNESOTA

Rochester is known throughout the country and the world as the home of the Mayo Clinics. With the presence of Mayo and four major hospital complexes, health care services constitute Rochester's leading industry. But it is also a growing business-industrial community, with one of the major International Business Machines (IBM) research, development, and manufacturing plants, as well as an expanding industry that supplies and equips one of the richest farming areas of the country.

Although Rochester is a relatively affluent community, it is not without a portion of its population (about 17 percent) living either at or near the poverty level (1970 Census). On the average, it has a farily well educated population, yet thousands of its mid-career citizens needed more education and training if they are to keep up with the advancing technology and the new knowledge requirements of its industrial, agribusiness, trade, and public service occupations.

Rochester's local education and training facilities were not meeting this need, and its civic leaders recognized this as a major community problem. They worked long and hard seeking a solution, and found one that has proved to be practical, productive of desired results, and apparently quite successful.

This case was chosen for study because it is illustrative of how the persistent efforts of a community's lay civic leaders, coupled with supportive state-level educational policy, can produce a cooperative organization that supplies educational services that are of immense benefit to the welfare of the area.

Rochester Adult Education Center of the Southeastern Minnesota Education Consortium

In 1962, a task force of civic-minded business and professional leaders in Rochester, including representatives of Mayo, IBM, and other principal employers, was formed to do something about the deficiency in opportunity for its citizens to acquire all the postsecondary education and training they desired and needed. They were particularly concerned about the continuing education needs of citizens beyond traditional college age. Soon after it was organized, the task force sponsored the first of several studies of postsecondary educational needs in the Rochester and Southeastern Minnesota area.

The task force was composed of twenty-six members headed by the president of a local bank and other civic leaders and officials.

Through the years, this leadership has changed very little and is still active in directing the work of the consortium and the Adult Education Center.

Programs Available to Mid-Career Adults

The joint catalog of courses published by the consortium institutions in Rochester is an impressive array of offerings to mid-career adults for self-fulfillment, vocational training, and instruction leading to associate, baccalaureate, and master's degrees. It contains lists of degree-credit courses, noncredit courses, seminars, special-interest institutes, and programs of hobbies, crafts, and other personal-interest instruction.

The consortium's institutional members have agreed upon transfer of credit for each other's courses listed in the joint catalog when those courses are not offered in Rochester by the degree-granting institution. Thus, a student receiving a degree from one institution may actually have taken some of the courses credited toward that degree from some other member institutions. These course interchanges are subject to the approval in each case of the appropriate dean or other official in the degree-granting institution. There are, of course, differences in fees per credit-hour of instruction between the various institutions, public and private. Fees for courses taken at institutions other than the student's home institution are paid by the student directly to the institution(s) at which the courses are taken, but without matriculation charges.

The consortium institutions are:

University of Minnesota (Rochester Extension Center)

- All courses leading to Bachelor of General Studies or Bachelor of Applied Studies. M.A. in education administration. A wide variety of other degree programs that require some course work to be taken at the Minneapolis-St. Paul campus.
- Noncredit course offerings in such fields as health education, agriculture, and agribusiness.
- Continuing education in the professions of dentistry, law, nursing, and real estate.
- Master's degree in computer science and electrical engineering taught at IBM plant via live television (with audio feedback) from the University of Minnesota, Minneapolis-St. Paul.

International Business Machines, Rochester

- Courses for employees in technical areas and in personal career management. IBM also offers tuition reimbursement to employees taking other courses (relating to employees' work) through the Adult Education Center.

Mayo Clinics

- In-house training courses and tuition reimbursement for other work-related courses through the Adult Education Center.

Winona State University at Rochester

- Offers an External Studies Program similar to Metropolitan State College (Minneapolis-St. Paul) and that of Empire State College (New York State). This is for part-time students and leads to the baccalaureate degree in business administration, education, chemistry, and several social sciences.

- Non-degree courses in education and nursing.

Mankato State University at Rochester

- Master's degrees in business administration, public administration, and instructional media and technology.

Rochester Community College

- Lower division work toward many of the baccalaureate degrees offered by the four-year institutions.

- Two-year general education programs leading to the associate degree.

- Vocational programs to supplement the offerings of the Rochester Vocational-Technical Institute.

Rochester Vocational-Technical Institute

- Part-time day and evening programs for training, retraining, and upgrading occupational skills for adults.

- Credit for some of these courses transferable to Rochester Community College for its associate degree programs.

College of St. Teresa, Rochester

- Women's Institute for Lifelong Learning offers non-degree courses and college credit courses toward degrees from St. Teresa or other consortium institutions.

Minnesota Bible College

- Evening courses for adults in religion and philosophy applicable to its own degrees or those of other consortium institutions.

State Policy Related to Continuing Education

The Minnesota Legislature and the Minnesota Higher Education Coordinating Board have initiated a number of programs supportive of continuing education and training of mid-career citizens. Principal among these is the establishment of four regional postsecondary planning and coordination projects modeled after the SMEC (Rochester) program. The core operating expenses of these regional consortiums are provided from state funds.

The state also provides limited development funding for experiments in new adult programs, equalization of student costs, special or unique services, and matching funds for federal and private grants.

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Appendix B

OMAK, WASHINGTON

Located in the north central part of Washington, Okanogan County is the largest county in the state, containing 5,300 square miles (about the size of Connecticut) but only 26,400 in population. That population is clustered in small communities in three major river valleys--the Okanogan, the Methow, and the Columbia. The local population includes over 2,000 Native Americans living on the Colville Reservation, which occupies roughly 1.3 million acres in the southeastern quarter of Okanogan County.

The principal industries in the county are timber and agriculture--orchards, hay, and cattle ranches. Crown Zellerbach is the single largest private employer. A large professional and paraprofessional staff is maintained by the forest service. Another major source of employment to county residents is provided by various government entities.

This county is considered to be economically disadvantaged. It usually has one of the highest unemployment rates in Washington State, and the mean average income is below the national average. However, many people willingly trade higher incomes for what they consider the quality of life in this area of towering mountans and fertile valleys where excellent hunting and fishing areas abound.

Prior to the establishment of the Okanogan County Educational Service, residents of the county had no local opportunity to obtain postsecondary education of any kind. Even the high schools did not offer evening adult classes. It is 94 miles from the center of the county to the nearest postsecondary institution, Wenatchee Valley College, a two-year community college. The nearest four-year college or technical/vocational school is 140 miles over a mountain pass with seasonally hazardous driving conditions four months of the academic year. These conditions made it impossible for county residents and members of the Colville Indian tribes who could not leave the area to earn the benefits of postsecondary education.

The Okanogan County Educational Service is an educational brokering service in that it provides a professional career counseling service free of charge to anyone who asks for it. The service advises on educational and vocational opportunities available for particular skills training and for both two-year and four-or-more-year programs of college degree work. It helps clients obtain the financial aids to which they may be entitled, and it encourages and instructs mid-career adults in how to successfully reenter the process of education and learning. It is also the outreach branch of Wenatchee Valley College. In this capacity it offers lower-

division collegiate instruction in Omak and in four other surrounding towns, as well as independent study programs via correspondence, radio, and television.

Because this experience may offer a pattern for community action to many other parts of the country where local postsecondary educational opportunities are insufficient or nonexistent, the community of Omak was selected for case study.

The Okanogan County Educational Service

In the late 1960s, a few of the citizens of Omak indicated their interest in continuing education and enrolled in some extension courses offered by Wenatchee Valley College.

In 1971, a group of civic leaders, educators, businessmen, and church leaders from small towns throughout the Omak-Okanogan County area gathered at a mountain retreat for a three-day workshop-conference which was sponsored by Wenatchee Valley College (WVC). Twenty-two WVC officials and two representatives of the University of Washington in Seattle met with the group to discuss the educational interests and needs of the people and the community's needs for educated and occupationally trained mid-career citizens. Among the outcomes of the conference were decisions to: (1) develop a community liaison group to facilitate communication with Wenatchee Valley College; (2) formalize and coordinate a community action group of representatives of the various communities, industries, and existing agencies; and (3) hold periodic local conferences to review needs and give priorities to educational programs. Funds were secured later that year from Title III, HEA, to innaugurate a career counseling program, the major emphasis of which was to encourage the Indian people to attend college.

The strongest impetus to the adult postsecondary continuing education effort in Omak came with the return of Vietnam veterans who wanted to use their veterans' educational benefits. In 1973, a veterans' representative was hired to work in the Omak area, and a WVC faculty person began conducting multi-class courses on Friday evenings and Saturdays in bookkeeping and accounting. But the veterans wanted more. They wanted occupational and academic programs that would lead to an associate degree.

In 1974, the Okanogan County Education Service (OCES) got off to a major start with a three-year grant from the Fund for Improvement of Postsecondary Education (FIPSE) which enabled Wenatchee Valley College to greatly expand its offerings to degree programs in Omak. The OCES counselor that year traveled approximately 1,100 miles a month, visiting communities in a sixty-mile radius of Omak and recruiting students--

practically all of them veterans and other adults. From an initial enrollment of 110, the program has grown in four years to over 400 students. Nearly half of these now look beyond the two-year associate degree program and express the desire to obtain a four-year baccalaureate degree.

The Okanogan County Education Service now operates from a building in Omak (a former convent facility) to which a row of four modern classroom-laboratories have been added. It has organized outreach classes which are offered in surrounding communities, including two on the Colville Indian Reservation. They meet in schoolhouses, churches, local machine shops, and other locally available spaces.

Title III, HEA, provided the original funds to expand the OCES career counseling center and to install a computer connection with the Washington Occupational Information System (WOIS). However, the counseling activities are now funded by the state through WVC, and Title III funds are used for vocational and other instructional activities. With a staff of full-time and part-time counselors it now interviews about 1,500 persons a year, encouraging people to further their education or training and offering professional counseling, education planning, and aptitude and interest testing as well as assistance with financial aids and application procedures.

Finding four-year college degree opportunities for people bound to their homes in this region has not been easy for OCES. Fort Wright College of Holy Names, a four-year Catholic liberal arts college located in Spokane, 140 miles east of Omak, became interested in offering degree courses to members of the tribes on the Colville Reservation. Residents of the reservation are assisted in their college education ambitions by a variety of financial aid programs to funds from the Bureau of Indian Affairs and the local tribal treasury. These are administered by a highly organized tribal education council.

The Fort Wright external degree offerings are taught by OCES at facilities on the reservation. The two major areas of emphasis are teacher education and wildlife management. Many of the courses are taught by OCES-WVC faculty who are hired as adjunct faculty and supervised by Fort Wright College, which also sends one member of its own faculty to Omak each semester to offer courses in his or her specialty. The college also offers limited degree credit for experiential and prior learning.

The Fort Wright program presently enrolls about forty students. Most of these are Indian tribal students, but the program is open to others as well. However, the tuition costs of this private college (sixty dollars per semester unit) make the program prohibitive for many local people.

The Okanogan County Education Service has made strong efforts to bring four-year programs to Omak from the Washington public colleges and universities with only limited success. A few students have been enrolled in the external degree program of Eastern Washington State University. These are largely self-instruction programs with summer school residency requirements. From time to time other students have been enrolled in external degree programs of other state public institutions. The different institutional policies of each institution, such as a minimum class enrollment of twenty students in each course or insistence upon traditional modes of teaching, make sustained programs through OCES in Omak nearly impossible. However, OCES and WVC are currently working with Washington State University in Pullman to extend their instructional television network to the Okanogan area. This may eventually make baccalaureate-level credit courses more available to students in this area.

Programs Available to Mid-Career Adults

Wenatchee Valley College offers a variety of services in Omak and Okanogan County. Individuals may take courses which will lead to a number of two-year degrees: (1) Associate in Arts (AA) degree; (2) Associate in General Studies (AGS) degree; (3) Associate in Applied Arts (AAA) degree; and (4) Associate in Applied Arts certificate. The program is designed to enable individuals to earn college credit by means of:

Classroom Teaching - The college faculty or adjunct faculty teaches fully accredited courses offered in the WVC college catalog in regular classrooms, occupational laboratories, or shops. However, several of the catalog courses are not taught in Omak because of the lack of technical facilities or lack of local interest.

Credit-by-Examination - WVC is a testing center for the College Level Examination Program (CLEP). An individual may earn up to a year's credit for knowledge and skill acquired outside a college classroom. A student may also challenge individual courses by examination.

Certification - In some cases an individual may be granted college credit for knowledge acquired in his/her occupation. WVC faculty, upon examination of work experience records and personal interview, may certify that the individual already knows the material of a course and may recommend that course credit be granted.

Supervised Study - An individual may enroll in courses offered in the WVC catalog and complete the work through individual study and regularly scheduled conferences with an instructor or OCES staff.

Internships - An individual may receive credit for skills learned through on-the-job training by "contracting" with OCES and the employing agency. An OCES staff person is responsible for assisting the individual in analyzing his/her learning and in communicating and evaluating it.

Independent Study - An individual may enroll in a class, obtain the syllabus, outlines, reading lists, and mid-term tests, and by using these prepare for the final examination. Or an individual has the option of proposing a study program and "contract" for the learning with OCES.

Community Involvement - Another alternative available to students is to perform volunteer work for public or private nonprofit organizations and earn up to fifteen credits for the experiences. Credits are given in the related academic field upon fulfillment of the Community Involvement Program (CIP) contract.

Cooperative Education - The college offers a cooperative work-study program which allows individuals to alternate between on-campus study and off-campus work in the field of their choice. Students learn and (earn) for periods of three or six months, then return to the campus. Credit is granted for well-planned experiences with a bona-fide employer which fits a student's educational goals.

Individualized Learning Kits - A limited number of courses are available to students to study in their homes via correspondence, radio, and/or television. OCES arranges for tutors and faculty members to lead discussions for students using this study method.

The OCES-WVC program at Omak also offers a program to those persons who wish to take courses to complete a high school diploma. These individuals may take their classroom instruction and general education (GED) examinations through the college, or they may take courses at their local high school and at OCES and receive their diploma from the high school.

The administration of vocational training programs presents some special problems in an area such as this with sparse population and limited demand for particular occupational skills. OCES has developed a concept of "phase in/phase out" in their planning of programs for certain occupations. One example is the training program for law enforcement officers. When first introduced, the program was very popular for about two years, until the local job opportunities were about filled. Then enrollments dropped off considerably until more local job opportunities opened up; now, the program is back to higher levels. This experience gave rise to the idea of phasing programs in as they anticipate a rise in job opportunities, then phasing them out for a period

when the job market is sated and until such time as job opening prospects reappear. The Licensed Practical Nurse program offers another example. This program, financed by CETA funds, was offered in the past until the need for local LPNs was largely filled and the CETA funds withdrawn for other priority classifications. Now the LPN program is being revived for two eleven-month programs of twelve candidates per program. A local hospital again has obtained the CETA funds and these, with some funds provided by the state, are financing the program for this period. After the second year, the program may again be temporarily phased out. The WVC Associate in Applied Arts program in forestry has recently been installed in Nespelem, on the Colville Reservation, to supply a local need for foresters trained in the particular needs of the forest products industry on the reservation. This program will be phased out when the demand has been met, until such time as new job openings in that area reappear.

This phase-in/phase-out concept is particularly worthwhile because it allows OCES and the college to rotate available funds among changing priorities in the occupational training field. It offers problems only when costly teaching laboratory investments are required for courses that do not sustain enrollments on a constant basis. However, in some cases this can be overcome by renting facilities during off-hours from local business or industrial firms.

Currently about seventy WVC courses are offered in the Omak classrooms or in the laboratory and shop facilities of nearby Okanogan High School. Nineteen courses are offered in the OCES program at Brewster (thirty-three miles south of Omak on the Columbia River); sixteen courses are offered at Nespelem (forty miles to the east on the Colville Reservation); fourteen are offered at Oroville-Tonasket (fifty miles to the north, near the Canadian border); and six are offered at Twisp (located in the Methow Valley thirty-seven miles to the west).

Continuing education for mid-career adults in the public postsecondary institutions in Washington, as in most other states, is required to be financially self-supporting. The Wenatchee Valley College full-time rate tuition fee (ten or more credits) is $83 per quarter, plus books and incidental fees. Part-time students pay $10.30 per credit hour. Programs offered by the state universities (i.e., Eastern Washington, Central Washington, and Evergreen) are $20 per semester quarter hour for undergraduate credit and $22 per semester quarter hour for graduate credit.

State Policy Related to Continuing Education

The Washington Legislature has in the past approved funding of special rural outreach programs of community colleges such as that of Wenatchee Valley College which started OCES. In recent years it has funded experi-

mental outreach ("external" or "extended") degree programs of its four-year institutions.

As a matter of policy, the legislature approves the use of certain projected unspent budget surpluses for whatever programs the institution feels are appropriate. These resources have been used in a number of cases to fund special programs for mid-career adults.

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Appendix C

CHICO - NORTHEASTERN CALIFORNIA

The "community" of Northeastern California is actually a network of communities bonded together by the common economic, welfare, and educational needs of 400,000 people spread through an eleven-county area which is as large as the entire state of Ohio (39,298 square miles). This study treats the whole area as a single community, both because of the presence of common interests and needs and because a single educational consortium provides a network of social and educational services which reaches into almost every community in the area, giving administrative support and direction as well as assisting in the funding of local and cooperative educational programs and community projects.

The area is predominantly rural. The largest community center, Chico, has a population of about 20,000 people. More than three-fourths of the population resides in very small towns and rural areas. Some of the land area lies in the northern section of California's great Central Valley, where rice and orchard crops predominate, but most of this eleven-county area is mountainous, with small crop-raising valleys and hundreds of small lumber and mining towns, many of them largely isolated from each other by mountain ranges and winter snows.

Through most of the present decade this area has experienced economic distress. Per-capita income, for example, is considerably lower than the average for the state as a whole. Lumbering, the manufacture of forest products, and mining have been hard hit and account for a high rate of unemployment and underemployment.

Furthermore, the highly seasonal nature of lumbering and farming work causes great fluctuation in employment. For example, in October of 1977, before winter rain and snow halted the harvesting of lumber and agricultural crops, unemployment in these counties was only slightly greater than the state average. However, in the previous January unemployment had been nearly double the October figures, and in some counties, January unemployment was three times the October rate (e.g., Lassen County 18.1 percent vs. 5.8 percent; Plumas 24.1 percent vs. 7.7 percent; and Siskiyou 19.0 percent vs. 7.5 percent).

In recent years, improved highway systems have made parts of this area more easily accessible to population centers to the south, and this has increased the number and size of resort establishments which operate both summer and winter. A number of new light industries have also developed in some areas, primarily concerned with food and wood products technologies.

A study of this eleven-county area conducted by the California Coordinating Council for Higher Education in 1972 revealed a comparatively low level of educational attainment of adults; however, a key finding of this education-needs survey was that 45 percent of the adult population would be interested in continuing their education somewhere in the area if the opportunity were available. Twenty-five percent of these desired to attend college but could not do so for family reasons (inability to leave the home) or for reasons of distance or because they had to work full time.

Since the time of the council study, a strong cooperative network of all public postsecondary educational institutions in the area has been formed, and several member colleges have established small networks of outreach educational centers in rural and often remote communities in their outlying districts. They have cooperatively developed community improvement programs and instructional programs that have created new learning opportunities for adults throughout the region. A television network now links many communities and is being expanded as funding permits.

This large community area was selected for study because it offered an interesting model of educational and community service networking which might well be adapted to other areas. The total civic and educational value of this enterprise to the service area is unquestionably far greater than the sum of the individual institutional efforts would have been had they worked alone and in relative isolation from each other.

The study of this community was focused on two areas. One was the city of Chico, where the central office of the consortium organization is located and where California State University-Chico provides an external degree service which is utilized throughout the area, and the other was the town of Weed. Here the local community college serves adult continuing education students living in and near Weed and also serves adult populations through a network of ten outreach education/learning centers in small and often isolated towns up to 150 miles distant. This outreach program network at Weed is illustrative of similar outreach networks of other community colleges in the consortium.

Programs Available to Mid-Career Adults

The non-consortium programs at the various community colleges and universities throughout this region were not reviewed in detail, other than the Extended Degree Program of California State University-Chico and the on-campus and outreach program of the College of the Siskiyous in Weed.

Programs available are:

California State University-Chico

- An External Degree Program is available through instruction offered at four of the six community colleges in the Northeastern California Higher Education Council (NCHEC). This program offers upper division baccalaureate work in public administration, social welfare and corrections, social sciences, business administration, liberal studies, and nursing, as well as master's degree programs in public administration, environmental planning, and social sciences.

College of the Siskiyous (Weed)

- Regular day and "extended day" (late afternoons and evenings) classes for mid-career adult students are offered in health care services, business administration, real estate, law enforcement, forest technology, and fire science.

- The Rural Outreach Program of the College of the Siskiyous (COS) offers basic education and an increasing number of occupational training courses at ten outlying small towns and hamlets such as Yreka, the county seat of Siskiyou County; Happy Camp, a lumber camp village adjacent to an Indian reservation; and Alturas, a lumber and mining town one hundred and fifty miles away. The outreach groups, in most cases, were originally developed by the community college coordinator who organizes the project and recruits students. Outreach workers and facilitators are typically residents of the area acquainted with the local people. The worker may be a local banker, a barber, a librarian, an Indian woman, a retired person, or a Welcome Wagon operator.

A typical outreach class will be made up of persons who dropped out of high school ten to twenty years ago (50 percent or more), workers in the lumber towns and mining operations who are either seasonally or totally unemployed, and housewives who are pursuing further education in order to qualify for reentry into the job market or simply seeking personal fulfillment. In the towns which are county seats or are near Forest Service or other public service agency offices, the adults are seeking high school equivalency diplomas or occupational training programs to qualify them for civil service jobs. None of the secondary schools throughout this entire region offers adult courses, so these functions have been assumed by the COS outreach staff.

The outreach classes are operated as multi-subject laboratories supervised by a "learning facilitator" appointed by the college. This

person is a credentialed teacher (often from a nearby high school) who also acts as career counselor, tutor, and dispenser of advice and encouragement to adult students. Instruction is through self-instruction materials--programmed textbooks, audio and visual tape cassettes, and other materials selected or developed by the COS faculty and the outreach director. Classes generally meet one evening a week or on Saturdays for a sixteen-week semester. The outreach director from COS travels from Weed to meet with the local learning facilitators and visits the classes. When college-level work is offered, a faculty member from COS generally meets with the students for orientation at least once during the semester and again to administer final examinations.

State Policy Related to Continuing Education

To date, the State of California has not articulated a clear set of state-level policies supportive of continuing postsecondary education for mid-career adults. This situation, however, has not prohibited the development of a great number of programs which have required state or local financial contributions to the federal programs for adult students administered by the California Postsecondary Education Commission.

There is, nevertheless, a considerable volume and a great variety of continuing education and retraining offerings available to adults in the state. There are over 380 postsecondary institutions in the state. The 104 public community colleges and 20 four-year colleges offer a great number of special programs for mid-career students.

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Appendix D

ST. ALBANS, VERMONT

St. Albans, like hundreds of other small and medium-sized communities across the nation, has a strong tradition that local problems can best be solved by local people.

St. Albans found itself in a changing world. Its importance as a railroad center declined with the declining fortune of the railroads. Farming became more complicated, both in technology and in business management. St. Albans's importance as a rural trading center continued even as the business methods of "trade" changed and new service and light manufacturing industries developed. But change brought new requirements for both managers and workers. They needed more education and new training in new skills. Many others desired more education as part of their desire for personal fulfillment.

People do not move either out or into these rural communities the way they do in other parts of the country, so it is the local residents--particularly those in mid-career years--who need opportunities for additional education and retraining if they are to keep up with the times and hold their places in the economic as well as the social and intellectual life of the community.

This need was met by local civic leaders in Franklin and Grand Isle counties. They developed a community education program which offers lifelong learning opportunities as well as degree-oriented programs. Through this program adults of all ages may enter or reenter schooling at any time of life. They may continue their education and satisfy their immediate learning needs through existing course offerings, or they may elect to structure an education plan that will lead to an associate or a bachelor's degree.

The Adult Education Council of Franklin-Grand Isle

The Adult Education Council of Franklin-Grand Isle is the consortium of educational institutions and community agencies centered in St. Albans which provides continuing education offerings for mid-career adults. Member institutions in this organization are the Community College of Vermont, the University of Vermont Extension Service, the Franklin and Grand Isle county agricultural agents, the University of Vermont Continuing Education Division (the statewide university off-campus programs for adults), Bellows Free Academy (a private secondary school which contracts with the City of St. Albans to provide free public high school and adult education), Missiquoi Valley Union High School Adult Education

Division, Champlain College Evening Division (a private two-year institution), the Champlain Valley Work and Training (CETA) Agency, the Franklin and Grand Isle Office of Economic Opportunity, and the Franklin and Grand Isle Regional Planning Commission.

The Adult Education Council was formed in 1974, when a number of local citizens organized themselves into a community task force. Its activities were under the leadership of a small steering committee, headed by the St. Albans postmaster, who later became one of the first mid-career continuing education students and completed an associate degree from the Community College of Vermont in St. Albans.

The first aim of the task force was to interest the Community College of Vermont (CCV) into coming into the northwest region of the state. CCV had been in existence only three years but had developed a comprehensive program of vocational, technical, and liberal arts education above the secondary and below the baccalaureate level. Its operation at that time was confined largely to the central, southeast, and northeast regions of the state. However, as the work of this local steering committee progressed, it found broader community support for the idea of forming a cooperative organization in the area which would include CCV as well as all of the existing resources for adult education and training programs. At the time these were largely the sparse offerings of the adult evening programs of the high school districts, the Bellows Free Academy in St. Albans, and the county agricultural agent network of the University of Vermont Agriculture Extension. This proposal was expanded into a community-wide consortium to include all planning, civic, and welfare agencies as well as the educational institutions. Because the proposal specified that all education, service, and training programs would be jointly planned by all members of the cooperative and that there would be no duplication of programs between any of the members, the idea had strong appeal.

It was under this set of agreements that the consortium was organized in 1975. It was funded from the state's allotment of funds under Title I, HEA. Administration of the consortium was under the direction of the broadly representative board made up of nine members of the educational and community agencies and nine representatives of the public in St. Albans and other nearby towns in Franklin and Grand Isle counties.

The organizational pattern of the board proved to be a cumbersome decisionmaking body, and a planning committee was formed to handle the day-to-day work of program and course development, scheduling, and other matters related to educational services. This planning committee consisted of eight educators, other than the regular institutional representatives who were members of the board, plus two community representatives. The latter were added to the planning group in an effort to build a closer liaison between the planning committee and the board itself. In actual practice, however, the planning function became quite separate from

the activity of the consortium board, and the community advisement and program monitoring role of the board diminished. The two groups tended to meet and work separately; the planning committee met frequently and assumed most of the administrative decisions while the consortium board met less frequently. It developed problems of communicating the community's interests.

In December 1977, the consortium was reorganized. The new organization established a single board to administer all details of the joint consortium offerings. It now consists of one member from each agency which provides adult education services, one member from each of the three community agencies--the OEO, the Regional Planning Commission, and the local CETA organization--plus seven community members selected to represent the different townships in the region. Each of the representatives from the education delivery agencies and the community agencies are appointed by their own agency authority. Their appointments are for a one-year term of office, though there is no limit on the number of terms any member may serve. A nominating committee is designated yearly to select potential community members who are elected or reelected by a majority of the board. The consortium board elects its own officers, determines the meeting schedule for the board, and appoints committees and sub-committees as deemed necessary. The consortium operates on the basis of consensus. It has no authority to make decisions for individual educational or public service agencies. However, the group can point out overlaps in programs and make suggestions; so far this has proved to be an effective working relationship.

The consortium has set forth three primary goals or purposes. They are: (1) to promote adult education in Franklin and Grand Isle counties, (2) to reduce duplication of offerings and provide a forum for coordination of adult education offerings, and (3) to assess community-wide educational needs in an effort to identify new services needed and to provide for them.

Information about educational offerings is widely disseminated through the region through the existing resources of the member institutions and through periodic distribution of a consolidated list of offerings published periodically and without charge by a local shopping guide which goes into some 12,000 homes in communities throughout the two-county area. While inquiries about course offerings ordinarily are made of the institution listing particular courses, many inquiries are directed to the consortium offices or the office of the regional representative of the Community College of Vermont. The latter also publishes its lifelong learning and degree course offerings on a three-county basis which includes Lamoille County, adjacent to Franklin County, although to date it is not included in the consortium organization. Because the course offerings of all member institutions are almost completely non-duplicative and non-competitive, referrals can be made by any member institution to the appropriate provider of the desired educational service.

This is no consolidated or centralized career counseling service operated by the consortium. Those seeking this service are usually attracted to the community college because of its well-known policy of offering learner-designed programs. The process of designing these programs for prospective students constitutes an effective adult career counseling program.

In April 1977, the American Association of Community and Junior Colleges (AACJC) entertained and subsequently approved a proposal from the Community College of Vermont to establish a Community Education-Work Council in Northwestern Vermont. This program was an extension of the community work-study movement originated by the National Manpower Institute (NMI) in Washington, D.C., headed by Willard Wirtz, former secretary of labor for the United States. The AACJC with the support and collaboration of NMI has received a grant from the U.S. Department of Labor to establish seven community college-based education-work study councils in different regions of the country. The CCV Northwestern Vermont proposal was accepted "so that it could serve as a model for development of community-based work study programs in a rural area plagued with depressed economic circumstances." The principal purposes of the Community Education-Work Council are: to bring guidance counselors, training officers, and personnel directors together in a series of meetings to share information and discuss education/employment strategies; to place learning support programs in local businesses using, wherever possible, employees as adjunct training personnel; and to identify and activate "bridging points" between education and work such as counseling, career planning, in-service institutes for college credit, job upgrading, assessment of prior learning, planning for degrees or certificates, and life goal planning. At the time this case study was conducted, the education-work council was in its early stages of organization and planning. The director had been appointed and charged with responsibility for coordinating the relationships between the council and the community as a whole, and establishing the linkages between the education providers and the local public service, business, and industry employers.

The consortium has joined with CCV in developing opportunities for closer ties between the Education-Work Council and the employers in the community on the one hand, and on the other between the council and the providers of education and training for the young as well as for mid-career adults. Many community leaders are interested in both the program of the consortium and that of the Education-Work Council and serve on the boards or committees of both. Both organizations collaborate on identifying work needs (and hence career opportunities) in the community. The consortium in turn will provide training sessions and courses for high school instructors and counselors as the program of the Education-Work Council develops more fully.

Particularly for a community of this size, and given the dispersion of people within a rural area, this type of collaboration between organi-

zations seeking to build the first bridges between education and work and to develop better work and career opportunities for mid-career persons seems most advantageous. As career mobility continues to be a phenomenon of the work life of Americans, and as the concept of learning and training as a lifelong activity becomes more firmly established, those who direct these services and those who provide the education and training will find themselves working toward common goals. Hence, their collaboration at the community level and in the early stages of program development can increase the value of each to the welfare of the community.

Programs Available to Mid-Career Adults

The unique feature of the continuing education and training programs offered in St. Albans and in the northwest region of Vermont is that all of the institutions work together in developing a common program of offerings for mid-career persons seeking additional education or training. The Community College of Vermont, for example, does not offer many of the vocational programs which it makes available in other regions. The adult evening divisions of the Bellows Free Academy in St. Albans and the other secondary high school districts in the region concentrate largely on vocational offerings related to the trades and skills for which there are job opportunities in the region--real estate, office occupations, farm tractor repair and maintenance, basic carpentry, cabinet making, etc. The community college programs in the area of business administration do not include offerings in typing, bookkeeping, and farm accounting, but rather emphasize princples of economics, public accountancy, and business management theory and practice. The extension service of the University of Vermont in turn focuses on home skills and practical hobbies such as home economics, cooking, sewing, pottery, macrame, and needlepoint. The university's Continuing Education Program offers business law, community services, and self-fulfillment programs in the humanities and liberal arts, as well as teacher training and recertification.

The unique operation of the Community College of Vermont has been described in a number of detailed studies and evaluative reports. It would be well, however, to review its basic policies to illustrate the services it offers to the education and training of adult mid-career persons in the St. Albans area as well as throughout most of Vermont. It is dedicated to the development of community education opportunities for people whose family and job responsibilities might otherwise limit their ability to engage in further education, and for persons who have been discouraged in the past by high costs, limiting admissions policies, or distance from campuses. The college operates through local facilities in scores of communities to meet the needs of people in the area as they are relayed to the college through a network of local advisory committees. The college owns no facilities, using instead existing community facilities for all of its learning sites. It employs only counseling, assessment, and program

development staff on a full-time basis. All instructors are drawn from the ranks of community practitioners in response to the learning needs of the college's students. Thus, instruction is a part-time function which is contracted for each learning experience. The college has developed an accredited program structure which allows students to progress toward their learning goals at a rate and in the manner which is most appropriate to their needs and life situation. Using a learning contract approach, students may develop a certificate or degree program based on assessment of prior learning and constructed around their own personal life and/or career goals. Using its counseling/learning support professional staff, CCV is organized to assist learners in understanding where they are, where they would like to be, and how they can get there using the resources of the community. In addition, it has included community practitioners in the assessment, planning, and degree-awarding process through local review committees in which learners' programs are discussed with, critiqued by, and finally passed on by the college's local review committees. While the college controls the process, the community has responsibility for the content of the programs. Its offerings are primarily in two categories. "Lifelong learning" programs offer a wide variety of individual course offerings from which persons may choose subjects which fit their personal interests and goals without necessarily involving them in degree-oriented programs. Degree programs leading to the associate degree are formulated in the development of learning contracts whereby previous education and life experiences are combined with specific courses which lead to the awarding of an associate degree.

Johnson State College in nearby Lamoille County recently made plans to join the consortium and will thereby broaden the offerings of the consortium to a wider range of baccalaureate degree programs as well as open up the possibility of master's degree programs in professional fields. As these high-level program offerings are developed, they will serve an increasing clientele of people who have completed the associate degree and wish to continue their education at the baccalaureate or master's level.

State Policy Related to Continuing Education

There is considerable evidence that Vermont, despite its sparse population and its lower-than-average state-local tax capacity, has made substantial commitments to the concept of providing continuing education and training opportunities for its mid-career citizens. Primary among these commitments was the establishment of the Community College of Vermont in 1970-71 and its later commitment in 1976 to preserve and continue this operation despite considerable opposition in the legislature and among other public education institutions. CCV, now a member of the Vermont State Colleges System, is open to any resident of the state, regardless of age, financial situation, geographic location, or previous educational

experience. Since its conception more than 90 percent of its clientele have been mid-career persons. The college caters primarily to low-income adults, serving 80 percent of the adults in the state who are receiving higher education in some form. The average age of the college's students is in the thirty to thirty-five age bracket.

This commitment was exemplified by the willingness of the board of trustees of the Vermont State Colleges to approve the expansion of CCV into the northwest region and its other program developments throughout the state. It was particularly exemplified under circumstances of a "crisis" situation in 1976 when opponents of the community college sought through legislative enactment to either drastically cut the budget of the community college, eliminate it completely, or move it from the control of the state colleges board to that of the University of Vermont, a move which would have largely eclipsed the unique community college program. After much political debate over the scramble of various institutions for funding during a period of severe economic downturn, and encouraged by the political clout of the unionized postsecondary instructors, the key educators of the state and members of the state executive office won over the support of the legislature and received full funding under its existing organizational structure. This commitment affirmed the decision of the state to continue to provide postsecondary education to adults who require it in order to enter or advance their careers; most of these people work full or part time and need the opportunities which CCV and other institutions are providing. The fact that through the community college a major effort has been made to eliminate duplicative educational services has had strong appeal to legislators concerned with the dispersement of diminished tax revenues.

* * * *

The President of the St. Albans Adult Education Council is Mr. Stanley Beauregard, Post Office Box 1, St. Albans, Vermont 05478. The Acting President of Vermont Community College, which furnishes administrative staff to the council, is Ms. Nancy Wylie, 18 Langdon Street, Box 81, Montpelier, Vermont 05602. The Regional Director for the council in St. Albans is Ms. Margaret Williams, 48 Lower Newton Street, St. Albans, Vermont 05478.

Appendix E

PROVIDENCE, RHODE ISLAND

The metropolitan community of Providence is very largely the community of Rhode Island. In this tiny state (only forty-eight miles from north to south and thirty-seven from east to west), more than three-fourths of all Rhode Islanders are located in the Providence metropolitan area. After losing much of its textile industry and suffering the loss of U.S. Navy installations on Narragansett Bay when they closed down in 1974, nearly every family in Providence felt the economic pinch either directly or indirectly. Federal, state, and local efforts were mounted to bring temporary economic relief and later to attract new industries.

It is vitally important that the community be able to assure new prospective employers that they will be able to recruit a work force that is either trained in needed skills or is willing and able to undergo necessary retraining. Employees ranging from laborers to technicians to office workers to supervisory management are needed, and this personnel is available, though much of it may need retraining.

Economic disruptions have caused many Rhode Island people to seek means of making career changes or finding new jobs. This is particularly true of women who have been displaced from their jobs or are housewives wishing to reenter the labor market.

Fortunately, the community has a large number of educational and training institutions in the area. Availability of these resources is not nearly as much of a problem as is dissemination of information about them, developing access to them (particularly for the economically and educationally disadvantaged), and providing occupational counseling for people who have had little or no experience with these processes.

Also fortunately, communications facilities in Rhode Island are centralized, extensive, and accessible. A single newspaper publisher reaches out to the entire state, and five other dailies and eighteen weekly newspapers are published. Four television stations and twenty-one radio stations are programmed primarily for the Rhode Island audience. Perhaps most remarkable is the fact that 96 percent of all Rhode Island households have telephones and 85 percent of the population is able to call a Providence exchange without toll charges.

In 1975, cooperation between federal, state, and local agencies created the Career Counseling Service, an extensive telephone service that offers free occupational counseling, information on educational and training resources, and assistance in gaining access to the appropriate educational/training service. The following year a cooperative effort

between the state Department of Education and two state-supported institutions of higher education resulted in the formation of the Clearinghouse on Information on Continuing Education (Project CHOICE), which reaches an urban clientele and has developed effective three-way liaison between persons seeking information and counseling, the organizations which offer these services, and the actual providers of the services.

The Career Counseling Service

When the Rhode Island Board of Regents for Education was created in 1973, it adopted continuing education for adults as a co-equal concern and area of developmental activity along with the traditional concerns of governing boards for primary and secondary education and higher education. Additional postsecondary education and skills training, particularly as these services can facilitate occupational change for mid-career adults, has been a continuing effort in Rhode Island centered in the Providence metropolitan community.

The Regents' early planning emphasized three objectives: first, to find ways to coordinate effectively the continuing education and retraining offerings of the numerous schools, colleges, and universities in the area; second, to establish a service center which would disseminate educational information and materials and otherwise assist adults who were interested in going back to school or college for additional education or training; and third, to establish an external degree-granting university in the state. Reactions to these suggestions from both state offices and educational institutions were mixed and, in any event, state funds were not made available to initiate them. The institutions were not supportive of the external univeriety proposal because they saw it as a state-administered program compared to an institutionally conceived program. Others regarded it as duplicative of their own extension or other outreach instructional programs.

In early 1972, the Providence area was selected by the National Institute of Education (NIE) as the pilot site for the demonstration of its national model of "home/community-based career education" for adults. The proposed organization, which was administered by the Educational Development Center (EDC) and funded by NIE, would disseminate career-related information, counseling and guidance services, and referral to educational and training resources for home-based adults--those sixteen and older who were neither working nor attending school on a full-time basis. In late 1973, NIE awarded a subcontract to the Rhode Island State Department of Education to create a twenty-four-member community task force composed of citizens representing business, labor, education, government agencies, and consumer groups, whose charge was to study the feasibility of maintaining the service on a permanent basis in Rhode Island.

Their report was received by the project and forwarded to NIE for funding. Although funding for complete replication of the model in Providence was not provided, CETA funds were subsequently made available for a transitional operation of the Career Counseling Service (CCS). The regents authorized an initial operation period of six months, with the NIE project staff providing planning assistance, staff training, and program implementation. In mid-1975, the CCS started full operation at a state occupational training facility at Quonset Point. The service was sponsored and funded by four state agencies whose interests related to career counseling, manpower needs, retraining, and employment security. They were the Division of Job Development and Training of the Department of Economic Development (which administers the CETA program), the Department of Education, the Department of Employment Security, and the Department of Social and Rehabilitative Services. Currently the service is funded by a CETA grant and vocational education moneys provided through the governor's Special Grant Office. The representatives from the four departments now serve in an advisory capacity to the service.

Activities of CCS are designed to respond to client needs and are achieved by four related services: *Outreach*, using mass media and other approaches to attract clients; *Counseling* to provide career information and guidance, and referral by telephone using paraprofessional counselors; the *Resource Center* to collect and disseminate career-related materials for staff, clients, and the community; and the *Information Unit* to develop special directories and materials which support the counseling project and which can be sent to clients.

The outreach component develops materials and techniques to attract adults to the service, and provides the general public and the professional community with information about the nature and purpose of the service as a whole. Members of the CCS staff speak to meetings of various organizations within the community and conduct workshops with educators and community service groups. CCS sends flyers and assorted informational materials to places where unemployed, underemployed, and economically disadvantaged people are likely to be found. They prepare and place radio and television public service announcements, and advertisements in local newspapers and magazines. Press releases usually lead to news and feature coverage by both the print and broadcast media.

Counseling is the central program component of the Career Counseling Service. Staffed by paraprofessional counselors who are hired under CETA as public service employees, the counseling component provides a range of career-related services to adults using the telephone as the principal mode of service delivery:

It helps clients assess their interests and capabilities.

It helps clients develop, implement, and where necessary, revise their career plans and decisions.

It informs clients of educational and training requirements for career entry and refers them to the providers of the necessary education or training.

It provides clients with information and refers them to supportive services available in the community such as child care, financial aid, testing, and job placement.

It provides clients with encouragement and emotional support throughout the process of counseling.

The Resource Center of CCS was established to identify, acquire, and make accessible a wide variety of career-related resource materials. An important source of information for users of the center is the Occupational Files, which contain up-to-date pamphlets, brochures, clippings, and other descriptive information about occupations and career fields. Another file provides up-to-date information on such subjects as independent study, equal employment, volunteer opportunities, gerontology, testing, and women's roles. The center also houses current catalogues for approximately 200 educational and training institutions in Rhode Island and nearby Connecticut and Massachusetts. In addition, it provides staff and clients with access to numerous directories containing detailed information on sources of financial assistance and job opportunities in business and industry.

For career counselors to function effectively, ready access is needed to detailed information about the variety of educational institutions, training programs, and supportive service agencies in the community. In order to provide this important information base, the staff created three major directories: *The Educational and Training Resources (ETR) Directory* is a two-volume looseleaf compendium which provides detailed information on over ninety institutions and 2,000 courses in full- and part-time programs, as well as information on the ancillary support services offered by each. It also includes sections on non-local resources such as correspondence study, external degree programs, and educational and training programs in other nearby areas. *The Directory of Supportive Services* presents detailed information about those services which can help clients in a variety of ways, such as Americanization classes, career information, child care, consumer and legal services, personal counseling, financial aid, placement, services for the handicapped, women's services, testing, transportation, and volunteer services. *The Occupational Projections Directory* presents current employment prospects and projections for over 350 careers. This directory is organized according to occupational area and individual job titles as defined by the Bureau of Labor Statistics.

In its first two years of operation, prior to September 30, 1977, the Career Counseling Service accommodated a total of 3,359 clients through the telephone network services. Thirty percent of these callers

requested only specific information and most of these were served with the single call or call-back. Sixty-five percent received the full counseling service. Another 4 percent were referred to the Resource Center and visited the facility at Quonset Point. Twenty-four percent of the interviewees went into some local education or training program, and another 45 percent went directly to a new job. As of September 30, 1977, CCS had a case load of 347 persons receiving some type of service.

Examination of CCS data on the characteristics of the clients served in the year prior to September 30, 1977, indicates that 54 percent were unemployed and 46 percent were employed either part time or full time. The latter were probably seeking an opportunity to change occupations. Thirteen percent had not graduated from high school, 51 percent had high school diplomas, and another 36 percent had had some post-high school education or training. Ninety-four percent of the clients were Caucasian and 6 percent were from non-white minorities. (Of these, 5 percent were black, which compares to a 3.3 percent black minority in Providence County.) Sixty-seven percent were women, 33 percent men. Forty-two percent had family incomes under $5,000, 30 percent incomes between $5,000 and $10,000, and 26 percent had annual incomes over $10,000.

CCS is performing a valuable service in the Providence and Rhode Island community because it is accommodating a sizable portion of the unemployed, the underemployed, and the undereducated population. This population has been a problem to the community's welfare, but at the same time it is one of the community's great resources to provide available manpower for the new industries coming into the area. The CETA-eligible clientele of CCS go either to on-the-job training in local industries, to the trade schools, to vocational-technical institutions, or to occupational course offerings of the Rhode Island Junior College or other institutions.

The collegiate institutions did not look upon CCS as a major source of outreach or counseling and referral for their potential clientele for adult continuing education and lifelong learning programs. Consequently, the University of Rhode Island and Rhode Island State College joined in a consortium with the state Department of Education and, with Title I funding in 1975, sponsored the Clearinghouse on Information on Continuing Education (Project CHOICE). Its purpose was similar to that of CCS, except that its clientele was not confined to those persons eligible for CETA grants.

In 1978, these efforts were combined into CCS, under the sponsorship of the Rhode Island Department of Education, and the program of CCS was broadened to serve the community as a whole. The new organization works in close collaboration with the state welfare agencies, the Rhode Island Education-Management Council, and all of the postsecondary educational institutions in the state. It also has an advisory council of repre-

sentatives of each of the postsecondary institutions which meets regularly and advises the program of developing greater opportunities for mid-career education and training.

Programs Available to Mid-Career Adults

Within the Providence community or immediately adjacent to it there are twelve collegiate postsecondary institutions, some with branch campuses. They offer a wide variety of lifelong learning and continuing education programs for adults. Also within this area there are numerous public, private, and proprietary trade schools, vocational-technical institutes, and business schools. The normal clientele of these institutions is adults seeking further training or retraining to new skills for new careers. Many more collegiate institutions and training schools are located in those areas of Connecticut and Massachusetts which are immediately adjacent to Rhode Island and within commuting distance for many Rhode Island people.

There has been little in the way of coordination of these thousands of program offerings, or cooperative planning that would reduce duplications of service and/or identify markets for needed new programs. However, it can be said that the independent and competitive nature of this sizable educational enterprise has produced a wide variety of programs. Access to these programs by the people that are most in need of them, both for their personal advancement and to fulfill the community's trained manpower needs, is being improved by new directions in state educational policy and by the existance of such organizations as CCS.

In the public education sector are Rhode Island College, Rhode Island Junior College, and the University of Rhode Island in Kingston and its Division of University Extension located in downtown Providence; there are other centers in thirteen surrounding city and suburban locations.

Rhode Island College attracts adult students to its regular curriculum offerings. It opens up the full range of its course offerings, in both day and evening classes, to adult part-time students. As a matter of policy, it does not segregate its adult and traditional-age students into separate classes, but it does provide special programs of orientation to study and work habits and brush-up courses in English, business administration, and public administration. Its evening and weekend programs make it possible to hold a full-time job and still earn a B.S. in Industrial Engineering, for example, in four years. Credit is offered for previous training and experiential learning through CLEP examinations.

In the private sector, Roger Williams College in recent years has made a major commitment to continuing education for adults. Founded in

1948 as a junior college, Roger Williams is an outgrowth of an earlier business and law branch of Northeastern University and later served as a YMCA Institute offering courses in business administration and engineering. In 1970 it was rechartered by the state to offer the baccalaureate degree and subsequently also won accreditation for degrees in the liberal arts and in sciences and general studies. Its Division of Continuing Education offers evening and weekend classes for adult students, providing course work for non-degree students as well as students seeking either associate or baccalaureate degrees in business administration, engineering, administration of justice, general studies, and the social sciences. While the main campus for day students is located in Bristol, the evening Division of Continuing Education is located in Providence. It also offers two-year associate degrees in management, engineering, and industrial technology at Quonset Point, North Kingstown, the site of the former naval and marine installation which is now being developed as an industrial park. A two-year program in business administration is also offered at the Naval Education and Training Center in Newport. The Division of Continuing Education now serves well over one thousand adult students, which is nearly the nubmer of students attending daytime classes at the main campus in Bristol.

Johnson and Wales College, originally a proprietary business school, was chartered in 1963 as a nonprofit independent college to offer associate degrees in business management. In 1970, the state approved it to grant the baccalaureate degree. It is still dedicated to specializing in "business education and other job/income producing training." The College of Continuing Education has recently consolidated its evening and weekend divisions with the addition of morning classes. In addition to the associate and baccalaureate degrees, it offers diploma/certificate programs and special interest extension courses.

The Johnson and Wales Weekend College operates from 6:00 p.m. on Fridays until 4:00 p.m. on Sundays and offers both degree and certificate programs in business as well as a number of other areas such as hotel-restaurant management, culinary arts, insurance, real estate, and travel-tour management. The Weekend College attracts resident students by offering accomodations arranged by the college.

Salve Regina, a Catholic coeducational college of arts and sciences in Newport, enrolls an increasing number of mid-career adults seeking advanced work or career changes in several areas such as management, nursing, criminal justice, medical technology, and social work. In addition to the regular baccalaureate programs, the college offers associate degrees in management and law enforcement. It accepts part-time students in courses offered after 4:00 p.m.

The state of Rhode Island operates a large public technical training institute at Quonset Point. Proprietary and other trade schools offer

programs in various fields of business, engineering, secretarial work, cosmetology, and other fields as needs are perceived.

State Policy Related to Continuing Education

Rhode Island's commitments to the development of continuing education and training for adults date from the 1971 planning policy statement of the Board of Regents which proposed coequal status for continuing education along with provisions for elementary, secondary, and higher education. As has been the case in states which have suffered less from economic adversities, Rhode Island has found it difficult to commit large shares of the state's funds to all the new and innovative educational programs proposed to it. Progress has been made through the individual efforts in adult continuing education and training undertaken by public and private postsecondary institutions and public and private occupational training institutes. The Career Counseling Service, Project CHOICE, and the new Liaison Committee have taken major steps to improve access to continuing education among those segments of the population most in need of these services.

In the 1977 statement of recommended policy by the state Commissioner of Education, *Purposes of Postsecondary Education*, several new needs and conditions are identified that "must be addressed by the system of postsecondary education."

> Postsecondary education today must address the educational needs of a much broader cross-section of the population than ever before. In the last several decades, a major expansion in participation has occurred and the character of both the actual and potential population in postsecondary education has been transformed. No longer does education beyond high school almost solely involve those young adults in colleges and universities seeking credentials for professional and upper level business careers. The traditional full-time residency programs that served these students are now regarded as only one aspect of a complex and diversified system. As more and more jobs require education beyond high school and as the rate of growth in knowledge accelerates, increasing numbers of persons from all socio-economic, racial, ethnic, and age groups require both more initial training and more frequent retraining to keep abreast of changing conditions. As a result, the view of education as a life-long activity is becoming more recognized and accepted. Thus, postsecondary education programs must now be offered in a variety of new ways to meet the needs of new kinds of students.

Ten primary goal statements were developed to serve as a frame of reference for a master plan for postsecondary education. Notable among them are the following:

> All persons in Rhode Island will have an equal opportunity to complete a postsecondary education program.
>
> Individuals will acquire skills and knowledge to help them choose and realize their career and economic goals.
>
> Information and assistance will be provided to individuals as they consider education and career choices.
>
> Persons continuing their education on a part-time or intermittent basis will be provided programs suited to their circumstances.
>
> Service to the community will be a major responsibility of the postsecondary education system.

There is a demonstrated concern for the continuing education student on the part of the Board of Regents. Recently, a new tuition policy was adopted which stated that the fees charged continuing education students should be brought closer to the fees charged regular students. State financial aid programs make no distinction between full- and part-time students.

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The Director of the Career Counseling Service at Ocean State Training Center, Quonset Point, North Kingstown, Rhode Island 02852, is Ms. Mildred Nichols. The Commissioner of Education of the Rhode Island Board of Regents for Education, 199 Promenade Street, Rhode Island 02908, is Mr. Thomas C. Schmidt.

Appendix F

SYRACUSE, NEW YORK

Since the early days of America's westward expansion, Syracuse--particularly after the opening of the old Erie Canal--has been a principal trading and industrial center. In modern times it has developed heavy-industry manufacturing and highly technical electronics industries, though it is still the center of a rich farming area. As industrial technologies have advanced, and as business and trade expanded and contracted with ever-changing markets, the economy and conditions of employment fluctuated. Many adults at mid-career found that they had to acquire new knowledge and skills to keep up with changing conditions of their employment; many had to seek entirely new careers as old occupational skills met with diminishing demand and new knowledge and skills came into increasing demand.

Prior to the early 1960s, the opportunity for all adults in Syracuse to enter institutions of education and training were limited. Most private colleges and universities offered traditionally taught courses at traditional times of the day to traditional-age college students. These, with few variations, were the options open to mid-career students. A notable exception was the formation in 1946 of University College at Syracuse University, which began offering evening classes in both degree and non-degree programs. These have expanded, particularly in the current decade, to a broad array of offerings. In 1962, the State University of New York (SUNY) opened the Onondaga Community College. The first public post-secondary educational institution in Syracuse began to attract many adults to its general education and occupationally oriented courses. In 1966, Syracuse University's University College opened further opportunities for adults to earn baccalaureate and master's degrees through its Independent Study Programs. Then, in the early 1970s, the nontraditional programs of SUNY's Empire State College and the State Regents External Degree Program opened the doors to adult postsecondary continuing education even wider. In the meantime, the Board of Cooperative Educational Services (BOCES), the cooperative arrangement among vocational programs of the school districts, expanded its adult continuing education offerings in the Onondaga County area to mid-career persons seeking job skills training. All of this opportunity for continuing education and training found a ready market in the adult population of Syracuse.

As a result of this rapid expansion of educational opportunities, there was confusion over the multitude of choices available and the non-traditional programs and institutions. Adults needed more information, and preferably from an independent, non-institutional source. They also needed counseling in how to choose the most advantageous way to prepare themselves for their new career goals.

From this need there emerged the Regional Learning Service (RLS) of Central New York, an information and counseling service geared to the consumers of educational services and dedicated to acting as the advocate of the adult student in his quest for appropriate education and vocational training. This organization established the pattern for "educational brokering" in the educational consumer movement that is now spreading across the country.

The Regional Learning Service of Central New York

The Regional Learning Service of Central New York[1] is a not-for-profit, community-based educational and career counseling agency for adults. It is neither connected with nor financed by an educational institution. RLS since its inception has been a division of the Syracuse Research Corporation, originally a part of Syracuse University and now an independent research and development organization working in the social and physical sciences. RLS grants no degrees or credits; rather, it serves as a middleman between individuals seeking reentry into education and the educational resources which deliver postsecondary continuing education and trainigg. It is an advocate for individuals seeking new vocational and educational directions in their lives. RLS helps individuals (clients) to assess their goals and what they need to reach them. Acting as a "broker," it works with them to match their needs with the offerings of various schools, colleges, businesses, and government agencies.

Stephen K. Bailey, while serving as chairman of the Policy Institute of the Syracuse University Research Corporation and as a regent of the University of the State of New York, was instrumental in sparking the initial idea for RLS. In 1971, the Ford Foundation awarded the Policy Institute a two-year grant to design "a comprehensive study of extramural, postsecondary educational opportunities for central New York--focusing initially on external degree options." The Central New York Planning Consortium for the External Degree, whose members were the fourteen public and private colleges and universities in Syracuse and the surrounding five counties, was established to assist in the design of the proposed system. In addition to the colleges and universities, potential client groups and representatives from education, business, labor, proprietary schools, and cultural institutions participated in the planning.

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[1]The authors are indebted for much of the historic data and descriptive information on the Regional Learning Service to J. Kordalewski and J. Almaprese-Johnson, *Impacts of Services 1974-1977* (Syracuse: Regional Learning Service of Central New York, 1977).

During the first year of investigation the need for counseling and testing services for individuals interested in nontraditional degree programs became apparent. Consequently, the consortium shifted the focus of the initial effort to the counseling support system. What emerged was a system for providing educational and career counseling to adults in five counties of central New York, called the Learning Consultant Network. After a period of recruiting and training peer counselors for mid-career adults, funded by the Carnegie Corporation, the organization was formalized as the Regional Learning Service in late 1973. In January 1974, RLS opened its doors to its first clients.

The learning consultant is a career counselor and education resource consultant whose primary role is to provide a relationship of support in which all the decisions and issues related to learning can be dealt with in a productive manner. Personal evaluation and goal setting are central to the learner-consultant relationship. Of equal importance is the learning consultant's role in identifying the variety of educational resources available to the client. From time to time the learning consultant assumes an advocacy role on behalf of the individual learner. In practice, the specific functions which the learning consultant performs with any individual learner vary greatly depending upon the situation.

The learning consultants are a diverse group--representative in age, sex, race, geographic location, educational experience, occupational interest, and lifestyle of the diverse clientele which RLS aims to serve. All are employed on a part-time basis. Some hold other jobs, some work only for RLS.

Presently, the Regional Learning Service is managed by a director and a leadership team. The latter is composed of three learning consultants who in addition to their counseling duties have taken on specific primary areas of responsibility in the management areas of outreach, staff training, service development, or operational assistance. In addition, there are fifteen learning consultants, an administrative assistant, a secretary, an information resource person, and a part-time public service employee on the staff.

RLS continues under the aegis of the Syracuse Research Corporation, which provides accounting and other administrative services. The consortium of colleges and universities and community representatives formed to conduct the original 1971-72 studies is no longer active. Policy direction and operation is determined within RLS as a function of the director and the leadership team.

The major functions of RLS are to provide information on learning opportunities, assessment of occupational preference and capacity for learning, advisement on career lines and "how to study and learn," referral to appropriate sources of education and training, and advocacy of individual educational/training interests and needs.

The services of RLS are provided in the forms of : (1) one-time contacts for information; (2) single or multi-session *group* workshops; and (3) one-to-one *individual* counseling consulting contracts for a several-month period. RLS has served over 9,000 people in one or another of these methods during its four years of operation.

The largest number of individuals (over 6,000) have been reached in the one-time contact situation. Information has been offered regularly at no cost by telephone, by mail, to walk-ins, and at regularly scheduled information sessions. Requests for information have been in such subject areas as course offerings and schedules, traditional and nontraditional educational programs, financial aid, testing programs, job outlooks, vocational training, and teacher certification. The number of requests for these types of information has markedly increased in recent years, and as a result plans are now being made to expand this service.

RLS has designed and provided various workshops for area agencies, businesses, and industries at times and places which were convenient for all concerned parties. The workshops have taken place in a variety of community settings, and usually each has focused on a special topic--skill and interest assessment, goal setting, resume writing, interviewing techniques, and educational and training opportunities. They have been constructed to meet the special needs of specific interest groups such as women, laid-off professional employees, engineers whose jobs were being phased out, employed clerical workers, retired persons, and individuals in public service (CETA).

While the largest number of individuals have been reached by one-time contacts, the core of the service has been the individual consulting contract, which served 1,034 persons during the first three years.[2] This method is chosen by persons whose need for education or career guidance can best be met by individual meetings with an assigned learning consultant. The cost of the individual contract is $20 for a two-month period, with no limit on the number of sessions a client may have with the learning consultant.

In 1977, an experimental group counseling service was added to the individual counseling service. It is a series of structured workshops with each session covering a specific topic. Workshop sessions are limited to seven persons, with a minimum of four. In addition to workshop lectures, the learning consultants have produced tapes on specific subjects that can be used as part of the workshop or for individual use. These tapes are a concentration of information which is usually obtainable only from the learning consultants. The cost of the group counseling workshops is $20. A person may sign up for a group workshop and then, after it is over, pay a $10 renewal fee for another month of either group or in-

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[2]Kordalewski and Almaprese-Johnson, *Impacts of Services 1974-1977*.

dividual counseling. In the latter option, the person would be assigned an individual learning consultant with whom he/she would meet two or three times during that one-month period.

RLS is experimenting with this format for two reasons: first, it wants to see if there are some cost-effective benefits to be gained from counseling a group of people at one time, and second, it feels that there may be benefits for some individuals from exploring their concerns in a group setting as distinct from an individual setting.

The original financial supporters of RLS were the Fund for Improvement of Postsecondary Education (FIPSE), the Ford Foundation, the Carnegie Corporation, and the New York State Department of Education. The FIPSE, Ford, and Carnegie grants were for funds to cover start-up costs and to sustain the operation for the first two or three years. The Department of Education provided a series of grants to design and test a competency-based program to enable adults to complete their high school diplomas; this became the basis for the present New York State External High School Diploma, companion to the Regents External (College) Degree Program.

As of June 1977, all the original funding had terminated, so beginning July 1, 1977, RLS funding consisted of a new series of grants. A new Carnegie Corporation grant extended its support for another eighteen months. A three-year grant from the Kellogg Foundation will be applied to general operating costs and development of new services. FIPSE provided a new grant to enable RLS to work with colleges and universities to develop new policies and practices for adult learners. The state Department of Education is continuing the external high school diploma program under its own direction and budget, but housed at RLS.

RLS currently has an annual operating cost of about $160,000. Annual income from fees paid by its clients for counseling and other services is in the nieghborhood of $10,000. Thus, a little over 90 percent of the RLS operation is presently subsidized by private foundations, by federal grants, and by the state.

Educational resources and learning opportunities available to mid-career adults in Syracuse are numerous. The following is a brief description of several educational institutions to which RLS clients were referred and enrolled in courses or programs:

University College of Syracuse University, Evening College

- Degree offerings in architecture, education and law.
- Non-degree courses ranging from personal awareness subjects to speed reading.

- Women's Center offers special programs for mid-career women.

- Maxwell Training and Development Program offers career advancement training courses for federal, state, and local government career employees.

- Police Academy Program for career advancement in law enforcement.

- Independent Study Degree Program offers B.A. in liberal studies, B.S. and M.B.A. in business administration, Master's in fine arts, and Master's in social sciences through a combination of directed independent study and resident seminars.

- New York Regents External Degree Program offers associate and baccalaureate degree through a "college-without-walls" program initiated in 1971. Degree requirements are satisfied in several ways including proficiency examinations, college courses taken at regionally accredited institutions, non-collegiate educational programs, and through special assessments of experiential learning.

Empire State College

- Offers associate and baccalaureate degrees in a wide variety of disciplines and applied fields through non-resident instruction and tutoring at regional learning centers throughout the state.

Onandaga Community College, SUNY

- Offers associate degrees and a wide variety of non-degree courses to part-time adult students through its Division of Continuing Education. Operates outreach centers with instructional offerings at inner-city neighborhood locations.

- Operates mobile registration units which go to city neighborhoods, shopping centers, and public locations throughout the metropolitan area.

BOCES Adult Continuing Education Division

- Offers non-degree occupational skills training programs and a variety of self-improvement and homecraft courses.

State Policy Related to Continuing Education

The State of New York has made substantial commitments to the concept of providing continuing education and training opportunities for its mid-career citizens. This commitment was confirmed by the New York State Board of Regents in *The Regents Statewide Plan for the Development of Postsecondary Education 1976:*

> There is a need to reaffirm the traditional mission of post-secondary education, no less that to note new activities that affect the quality of our lives. Significant gains have already been made in serving a cross-section of the population. These gains must not be given up. A retreat from the means by which broad access is now made available to New York Citizens would be inconsistent with our long-standing goals for providing opportunities for social and economic mobility in American society.

For several years independent and public higher education institutions of New York State have been successfully extending educational opportunities to a new clientele of students. Hence, postsecondary work offered at non-campus sites has proliferated. This off-campus study, often in time-compressed formats, is now offered at nearly 800 locations in the state. The regents encourage effective delivery of education to new student populations,; however, they are concerned about the quality of the educational programs offered at a distance from the main campus. As a result of this concern the state Department of Education will be intensifying its evaluation of the non-campus centers.

Granting credit for life experience has become common practice at many New York State institutions. The regents have long supported the concept that credit should be awarded for demonstrated learning, not experience alone. The means of validating the learning should involve direct examination of the student unless the student has pursued a formal course of study under non-collegiate sponsorship, in which case an evaluation of the course would be appropriate. The regents' contention is that the policies of an institution regarding credit for life experience must be publicly and explicitly stated.

The regents believe that nontraditional programs can be offered at costs that compare favorably with the costs of operating traditional programs. Some off-campus programs use rented classrooms while others have no building needs whatsoever except for office space for tutoring and advisement. Students often use the library resources of other colleges or the public library. A significant portion of their programs

involve independent study or internship conducted at little or no expense to the college. On the other hand, individualized programs call for more personal contact between administrators, faculty, advisors, and students.

Several nontraditional programs in New York State have been funded in large part by private foundation grants. The Regents External Degree Program receives no state funds and operates on private and federal grants and student fees. Other programs, like Empire State College and university-without-walls institutions used grant funds to meet initial costs, but now follow normal funding patterns.

The regents are cognizant that in the current economic situation there are limited opportunities for immediate state action to lower the cost barriers for part-time students. Presently, such students in degree programs are eligible for financial aid through some federal programs and some employers. They are not, however, eligible for funds through the state's Tuition Assistance Program (TAP). Nevertheless, the regents will continue to pursue, as long-term goals, equitable aid policies for all students in collegiate programs.

It has been found that colleges alone have been unable to meet the needs of older students in terms of providing needed information and advisement services. As a result of this, several different methods of delivering educational information are already in operation in the state. These include the statewide Regents External Degree volunteer advisor network, the Adult Independent Learner Program of the public libraries, and the Regional Learning Service of Central New York. The state also supports the Admissions Referral and Information Center (ARIC) in New York City. In addition, the regents are giving special attention to the role that public libraries can play in advising adults. With the help of federal funds, they are sponsoring pilot projects in libraries to provide information about a wide variety of postsecondary educational opportunities.

In January 1978, the New York commissioner of education appointed a state Education Department Committee on Adult Learning Services, and four months later, in May, a statewide Advisory Council on Adult Learning Services. The charge to these groups is to help plan a state system of information and counseling services for adults.

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Appendix G

LONG ISLAND, NASSAU, AND SUFFOLK COUNTIES, NEW YORK

The counties of Nassau and Suffolk, adjoining the New York City metropolitan borough of Queens, comprise the community of Long Island. The population density of Nassau is exceeded only by that of the New York City boroughs. It is entirely urban and suburban in its land use patterns. Suffolk is not so densely populated. The western portions, adjoining Nassau, are primarily suburban; the eastern portions are less densely populated, with extensive rural and recreational land usages.

About 60 percent of the labor force is employed in white collar occupations. Principal industries on Long Island are wholesale and retail trade and manufacturing, with governmental agencies accounting for 18 percent of the labor force. One-quarter of the population commutes each day to jobs in New York City.

Economic downturns in the 1970s resulted in many shifts in the pattern of employment. An unusually large number of women have entered or are planning to enter the job market, seeking a means of augmenting family incomes. Many are resuming previously interrupted career goals or preparing for new and different careers. Perhaps to a far greater extent than in other areas of the state and nation, the sharp decline in the birthrate has resulted in the closure of elementary schools, and this in turn has forced an unusually large number of professionals and classified support workers into the ranks of the unemployed. Most of these are seeking new careers.

There are many providers of adult postsecondary education and occupational training on Long Island. A 1975 survey identified 568 providers--ranging from 17 colleges and universities to secondary school adult classes and business and community programs--and over 160 proprietary schools.

An important step in the direction of inter-institutional cooperation has been made in the funding of an organization known as the Long Island Regional Advisory Council on Higher Education (LIRACHE). One of its principal activities has been a concerted attempt to improve the availbility of career counseling services for mid-career adults. Several member institutions have instituted undergraduate and graduate programs to train persons in the field of counseling adults. LIRACHE has cooperated in the establishment of adult counseling centers in county libraries, and these are used as a practicum for intern students from the counseling instructional programs.

Long Island provided the opportunity to study a densely populated urban and suburban area where a cooperative effort is being made to

broaden the availability of education/training information, career counseling, and referral of clients to appropriate educational resources through the network of county libraries working in collaboration with educational institutions. Libraries are a facility available in almost every community in the nation. The experiences of this and other New York communities may offer transportable ideas other communities may wish to adopt.

The New York State Higher Education Library Advisory Service (HELAS)

In August 1976, the Regents of the University of the State of New York received a grant from the HEW Fund for the Improvement of Post-secondary Education to establish an educational advisory service for adults in representative public libraries across New York State. The purpose of the two-year demonstration project was twofold:

1. to provide information, advice, and, where appropriate, referral to a wide range of postsecondary educational opportunities that meet individual adult needs and interests; and

2. to demonstrate that the public library--long viewed as a community information resource center--can play an active linking role between adults and the vast array of learning options offered by the educational community.

In each of the public libraries, a full-time librarian with an adult services or reference background was selected and trained as an educational advisor. The selection process was carried out jointly by the project director and the library administration and gave heavy consideration to the librarian's prior experience in working with adults, familiarity with the library's existing collections and resources, and possession of certain interpersonal skills necessary to the role of an advisor.

The training component of HELAS emphasized communication and interviewing skill, characteristics and concerns of the adult learner, educational decisionmaking and planning, and knowledge of educational and financial aid resources. Among the training techniques employed were role-playing and role-modeling, case studies, and both large and small discussion groups. Experiential learning was emphasized to enhance the personal qualities and professional capabilities of each of the librarians.

An *Inventory of Educational Resources* was compiled for each of the demonstration sites to be used as a reference tool. These HELAS directories feature continuing education offerings by local colleges and universities and by non-degree-granting institutions such as licensed proprietary schools, adult education and BOCES programs, and community

agencies. Each directory also contains information on nontraditional educational programs, such as external degrees, credit-by-examination programs, correspondence courses, and non-collegiate sponsored instruction. Information on financial aid is also included because its availability influences the continuing education choices made by adults.

The HELAS program is being continued under the direction of the library services staff of the New York State Department of Education (NYSDE, 1977).

The Long Island Regional Advisory Council on Higher Education (LIRACHE)

The Long Island Regional Advisory Council on Higher Education (LIRACHE) is a consortium of sixteen postsecondary educational institutions. In 1975, this organization, with the support of Title I HEA funds administered by the New York State Department of Education, conducted an extensive study of the postsecondary continuing education needs of adults in Nassau and Suffolk counties and compiled an inventory of postsecondary continuing education opportunities available in the area.

This study identified 568 continuing education resources available to Long Island's adult residents. These ranged from degree offerings of the private and public universities and colleges to occupational training programs of BOCES, the state-sponsored cooperative of secondary school adult programs, and included programs of local organizations, civic groups, and the training programs conducted by local industrial firms.

They also found that the adult counseling and guidance services varied widely. Professional career counseling services had been developed by several postsecondary education institutions, primarily at Hofstra University, the C. W. Post Center of Long Island University, Adelphi University, and SUNY-Stony Brook. Other services were located in secondary schools' adult vocational programs and at county and state agencies, as well as at some private agencies such as the Federation of Jewish Philanthropies. Most of these charged a substantial fee for their services, particularly to persons who were not enrolled in the institution. Furthermore, much of this counseling was offered at times not convenient to adults. Clearly, these services were not meeting the needs of the increasing number of adults in the Long Island community who were seeking continuing education and retraining opportunities.

The report also pointed out that the region's public libraries were increasingly involved in adult learning activities and could play a key role in any comprehensive system of adult continuing education because of their widespread distribution throughout the area. There are fifty-four county libraries in Nassau and fifty-two in Suffolk.

The Title I HEA grant to LIRACHE made it possible to combine the resources of the public libraries with the counseling and training resources of institutions of higher education in the area. Seven libraries were chosen as the initial project participants, and four more were added the following year. Each library established an adult vocational counseling center which utilized the services of graduate students from counselor education and human resource and development programs in LIRACHE member institutions. Their participation in the project is part of the training internship required for their graduate degrees.

The Nassau County Office of Women's Services plays a key role in the Long Island Advisory Service. This organization, founded in 1966 as an agency of the county, has had long experience in offering counseling services to women in Nassau County. These cover a wide range of career education and life cycle issues. The counseling service is offered to public at no cost. Over the years this agency has developed an extensive cross-index file of career and educational information known as the VOICenter File (Vocational and Occupational Information Center). This is essentially two cross-indexed filing systems; one contains information on career and job opportunities available in Nassau and Suffolk counties, and the other contains current information on continuing education and training programs offered at all education/training resources in the two-county area. By using this facility, a counselor can inform a client about occupational opportunities that require the specific experience or training the client might have or be willing to acquire. The system can also work the other way. Starting with the client's interest in a particular career line, the system will tell that person what type of education or training background is expected for entry positions and where that education or training can be obtained in the two-county area.

The VOICenter information is in the process of being converted to a computer-based data bank so that all libraries in the two-county area can install computer terminals and have immediate access to the VOICenter information. This will greatly facilitate updating of VOICenter information to keep it current at all times. The Nassau County Office of Women's Services is developing the computer project under a subcontract from LIRACHE.

The organization of this community effort is relatively simple. It is under the general direction of LIRACHE, which selected a project director for the developmental projects. As the Title I funding is completed, the Nassau County Office of Women's Services will take a more active role in training interns and library personnel in adult career and educational counseling, as well as aid the expansion of the services to new libraries in other parts of the area. LIRACHE will continue the internship program, making its students available to the libraries.

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